# DOCUMENT RESUME

ED 182 414 AA 001 075

**Resources in Education (RIE). Volume 15, Number 7.**

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Abstracts, Education, *Indexes (Locaters)
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 182 432 CE 023 647

*Schuller, Tom, Ed. Megarry, Jacquetta, Ed.*

**Recurrent Education and Lifelong Learning. World Yearbook of Education 1979.**

Pub Date-79
Note-335p.
Available from-Nichols Publishing Co., P.O. Box 96, New York, NY 10024.
Pub Type- Collected Works - General (020) - Collected Works - Serials (022) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors-*Adult Education, Adult Learning, Adult Vocational Education, *Comparative Education, *Continuous Learning, Definitions, Educational Change, Educational Needs, Educational Research, Education Work Relationship, *Global Approach, Social Change
Identifiers-Great Britain, *Lifelong Learning

To bring a comparative education perspective to the practical problems of recurrent education and lifelong learning, the essays in this collection are written by authors from around the world. Parts 1 (Orientation) and 2 (Major Issues) clarify concepts and issues of general application. Topics include work/leisure/education life cycle, definitions and distinctions between recurrent education and lifelong learning, research insights into adult learning, financial implications, and educational implications of changes in western society including the democratization of work. Part 3 contains nine empirical studies on international developments in the U.S., France, Norway, Sweden, West Germany, eastern Europe, Africa, China, and Asia and the South Pacific (particularly Australia). The four essays in part 4 focus on trends in Britain: recurrent education, comprehensive system for adult education; coordination of vocational education for adults, and the Open University and the future of continuing education. Short summaries of each essay are provided along with a final chapter of discussion and synthesis, biographical notes on the twenty contributors, and a consolidated bibliography and index. (JT)

Replication Manual. Following intensive review of operations and procedures in New York and Boston, extensive revision was undertaken in the second year (1978-79) to clarify the manual, reconcile differences in operation between Boston and New York, and change procedures which needed modification. The replication evaluation consisted of a report from an assessment team'' which determined the extent to which stated goals were achieved. Project outcomes were program replication, the replication manual, and dissemination activities (conference presentations, professional publications, and technical assistance). An informal impact study of the effect of ES in promoting the basic JFY goal youth employment yielded tentative indications of positive effects. The replicated program also has had an impact on services to other JFY program units, the community, a number of small businesses, and other agencies wishing to establish their own work-related literacy programs. (A curriculum report is appended.) (YLB) recognition strengths and needs; (2) student and teacher review of assessments and consequent planning and carrying out of programs based on mutually acceptable goals; and (3) student/teacher evaluation of progress. Results of pre- and post-assessment showed that the teachers gained confidence in their ability to teach illiterates and that although 42% of the illiterate students spoke languages other than English, 88% showed increased reading abilities at the endof the six-month tutoring period. Followup recommendations include establishing a year round learning center in which students and teachers can get help in learning how to read or to teach others, duplication of this university-sponsored class, and addressing of the problems associated with teaching illiterate speakers of another language to read materials written in English. (Course schedule and requirements, class activities and assignments, evaluation instruments, and selected class handouts are included.) (MEK) attitudes, and habits; (2) human relationships; (3) occupational information; and (4) acquisition of job and daily living skills. Following a brief discussion of the area, each chapter includes selected primary (K-3) and intermediate (4-6) level goal/objective statements and activities and materials for achieving them. Focusing on implementing the career education program, chapter 6 addresses implementation at the administrative and operational levels, three major alternatives for delivery (infusion, separate programming, and a combination), and a review of the major instructional activities for infusion or unit teaching of career education content. (Appendixes include sample program materials and a publisher/distributor listing.) (YLB) contains four student exercises relating to map interpretation. The fourth unit provides an introduction to the orienteering compass and provides two student exercises involving naming directions and avoiding obstacles. The final unit explains how to travel by map and compass and gives a student exercise on taking bearings on a topographic map. A topographic map symbol sheet is appended. (LRA)

educators, and workers) also identifed the level of worker currently performing each competency. Analysis of survey returns suggested that (1) the statements covered mental health/human service work completely and (2) the basis for partitioning the work into levels is weak. (Appendixes amounting to over one-half of the report include the worker activity/competency statements with statement, interpretation, context, and indicators and the job analysis survey.) (YLB)

Designed for use with industrial cooperative training programs, this study guide on floor covering installation presents the basic foundation knowledge which must be put to practice on the job. The guide begins with a floor covering occupational brief. Specific topics in this section include status of the occupation, working conditions, salary, and future employment. The remainder of the guide is comprised of the following ten units of instruction: (1) Methods of Fitting Sheet Materials: Freehand Knifing; (2) Scribing, Direct or Straight, Scribing Pipe, and Door Trams; (3) Pattern Scribing; (4) Recess Scribe of Underscribe Seam, Finishing the Job, Installation Tips; (5) Installation Tips on Pattern Matching Sheet Vinyl Floors; (6) Estimating Patterned Sheet Materials; (7) Installation Procedures; (8) How to Test for Moisture Underlayments; (9) Adhesive Recommendations for Installing Resilient Floors; and (10) Adhesives. Each unit follows a typical format: materials needed, references, introduction; assignment, and check-up questions. An instructor's key for the study guide is appended. (LRA) examination which provides an effective method of detecting undesired, invisible surface discontinuities. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 587 CE 024 272

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-2, Structural Steel Materials, Installation and Inspection.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-30p.; Small print in diagrams will not reproduce well; For relateo documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Building Materials, *Construction Management, Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Steel Construction

This second in a series of six modules for a course titled Civil/Structural Inspection describes the materials used in structural steel work; the standards according to which materials are purchased and inspected; fabrication, handling, and installation practices; and the various inspection tasks performed during erection operations. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 609    CE 024 294

*Espy, John*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) Techniques II. Module 32-2, Operation of Ultrasonic Test Equipment.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-48p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Equipment Utilization, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, Tests

Identifiers-Calibration, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Ultrasonic Tests

This second in a series of six modules for a course titled Nondestructive Examination (NDE) II describes specific ultrasonic test techniques and calibration principles. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

children were compared to control youngsters, the children involved in the intervention earned significantly higher postpoint grades in spelling, mathematics, and reading. (Author)

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ED 182 633 CG 014 122

*Lehrer, Paul M.*

**Uses and Abuses of Progressive Relaxation and Biofeedback in Treating Effects of Stress: The Cognitive vs. Psychophysiological vs. Behavioral Distinction.**

Pub Date-Aug 79

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Anxiety, *Behavioral Counseling, Case Studies, Cognitive Processes, *Psychophysiology, State of the Art Reviews, *Stress Variables, *Training Techniques

Identifiers-Behavior Modification, *Biofeedback, *Relaxation Training

Experimental, clinical, and personal observations give some support to the notions that: (1) intensive live training with anxious subjects is required in order to demonstrate that perspective relaxation has physiological effects; (2) physiological, cognitive, and behavioral symptoms of anxiety are separable and may respond differentially to various forms of treatment; (3) various relaxation techniques produce different subjective experiences; and (4) experiences of cognitive passivity are associated with higher levels of EEG alpha. Results of several case studies indicate that progressive relaxation and/or biofeedback are useful with physiological tension symptoms, and cognitively-oriented techniques, such as meditation, are appropriate treatment for cognitive anxiety symptoms. (Author)

ED 182 657 CG 014 159

*Oresick, Robert J. Sokol, Michael*

**Internal Predictive Validity of Clinical Judgment and Personality Consistency.**

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, Behavior Patterns, *Individual Characteristics, *Personality Assessment, *Predictor Variables, Psychological Studies, Research Projects, *Self Concept

Identifiers-*Clinical Judgement, *Sentence Completion Test

Clinical judgement involves a search for internal consistency which can be validated by predicting responses within a protocol, or internally. Internal predictive validity assumes that one source of consistency is the individual an assumption that was tested in a prediction task using the sentence completion test (SCT). Artificial protocols matching those of actual people were constructed by randomly drawing completions from a pool. Undergraduate subjects (N 40) were significantly more accurate in predicting actual responses, supporting the assumption of personality consistency and the internal predictive validity within the SCT. (Author)

*Loesch, Larry C. Wittmer, Joe*

**Planning Collaborative Career Guidance Projects. Module 49.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-106p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Education, Communication (Thought Transfer), Elementary Secondary Education, Guidance Personnel, *Information Dissemination, *Interprofessional Relationship, Program Design, *Program Development, Resource Allocations, *Resource Materials
Identifiers-*Institutional Cooperation

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades K-12, and especially grades 7-12. The goal of this module is to help participants: (1) select and implement collaborative career guidance projects; (2) determine requisite personnel and material resources; and (3) effectively disseminate the resulting information. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 701 CS 005 254

*Moe, Alden J. And Others*

**The Literacy Requirements of an Industrial Maintenance Mechanic on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-65p.; For related documents see CS 005 141-142 and CS 005 247-254.

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Job Skills, *Literacy, *Machine Repairmen, Reading Skills, Teaching Methods, Trade and Industrial Education, Vocabulary

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about industrial maintenance mechanics. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that industrial maintenance mechanics need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

an early writing program in which children can experiment with print in a meaningful context could provide children with ample opportunities to learn about language in print. (FL)

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ED 182 723 CS 005 284

*Avant, Glen R.*

**The Effect of an Individualized Reading Tutorial Program on the Locus of Control and Locus of Evaluation of Disabled Readers: An Update.**

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, Evaluation, *Individualized Reading, Learning Disabilities, *Locus of Control, Reading Achievement, *Reading Difficulty, Reading Instruction, *Reading Research, *Tutorial Programs, *Word Study Skills

Nineteen children, aged 7 through 17, were pretested, individually tutored in reading for 12 weeks, and posttested in a study to examine the effect of an individualized reading tutorial program on the locus of control and locus of evaluation of children with reading disabilities. A reliable, valid measure of locus of control and locus of evaluation was correlated with two measures of reading achievement (specifically, word attack skills). Both reading measures correlated significantly with the pretreatment affective measure of locus of control, as well as with the posttreatment locus of control measure. Locus of evaluation was not related to reading in either case. At the end of the reading program, there was no significant change in either locus of control or evaluation although there was a very high significant difference in reading ability. (Author/FL)

ED 182 745 CS 205 395

*Gere, Anne Ruggles, Ed.*

**The How's of Teaching Composition.**

Washington State Council of Teachers of English.

Pub Date-79

Note-69p.; The Washington State Council of Teachers of English is an affiliate of the National Council of Teachers of English

Available from-Washington State Council of Teachers of English, Dept. of English GN-30, University of Washington, Seattle, WA 98195 ($2.00)

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Composition (Literary), Elementary Secondary Education, *English Instruction, Higher Education, *Learning Activities, *Multisensory Learning, *Teaching Methods, *Writing Skills

Identifiers-*Composition Process

This collection of papers by participants in the Puget Sound Writing Project (Washington) includes discussions of ideas and strategies that have been used in classrooms and that are based on clear theoretical principles. The topics discussed in the nine entries are: writing as a process through which students discover what is on their minds, characteristics of effective writing assignments, issues surrounding assignment making, class activities that generate ideas for writing, multisensory stimulation as an important part of the writing process, the difficulty and the reward of writing, activities used in an intermediate school English center to help students with writing, peer group editing and improvement in student writing, and the use of a writing workshop in which the students are the audience for each writer. The book also contains a poem that captures the process metaphor in a description of boat building. (TJ)

to help students to explore the theme of death in various types of literature, to learn about the diversity of views and behaviors pertaining to death and dying, to relate their own concerns and experiences relating to death, and to learn about changing attitudes concerning death that have occurred in the United States through the years. Among the implicit course objectives are to help students develop a toleration of different points of view, behavior, and beliefs, and to make them aware that people, institutions, and beliefs change. It is hoped that students gain insight into literature, themselves, and others through the course and that they also improve their language skills. (GT)

ED 182 791 CS 502 815

*Spang, Sara And Others*

**Interactive Group Modeling: Part 4. Some Preliminary Tests of the HUB System.**

Institute for the Future, Menlo Park, Calif.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.
Report NO.-R-47
Pub Date-Aug 79
Grant-MCS77-01424
Note-46p.; For related documents see CS 502 812-815
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Communication (Thought Transfer), Communications, *Computer Programs, *Computers, Conferences, Futures (of Society), *Group Relations, Interaction, Networks, *Program Evaluation, Research Projects, Telecommunication, *Teleconferencing

This is the last of four reports of the Interactive Group Modeling project an undertaking designed to extend group communication through computers to support the more task-focused communication required by those building computer models. The report focuses on the HUB system a system that facilitates communication in four modes: computer conferences, shared visual spaces, program workspaces, and document workspaces. Specifically, the report assesses the communication process in structured tests of the HUB system and proposes a future research agenda. (FL) teacher variables sex of the teacher, conceptual structures, and control strategy feedback; and school variables administrative behavior, school climate, organizational structure, open-space schools, structured classes, teacher stability, and grade retention. One of the findings shown is that emphasizing the learning of social skills in the classroom may facilitate academic achievement. Also, the style of teaching used by a teacher in the classroom could have a significant impact on student learning as would providing teachers with appropriate feedback regarding their teaching styles. Implications for policy and for further research are discussed in detail. (Author/LD)

ED 182 840 EA 012 474

*Hollander, Patricia A.*

**Liability.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-21p.; Chapter 3 of The Yearbook of Higher Education Law 1979'' (EA 012 471); For related documents, see EA 012 471-477

Available from-Not available separately; See EA 012 471

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-Colleges, Constitutional Law, Court Litigation, Due Process, Higher Education, *Legal Responsibility, Private Colleges, School Responsibility, *Torts, Universities

Identifiers-Defamation, *Governmental Immunity, *Negligence

The author notes that this chapter deals generally with torts in higher education cases. A tort is usually defined broadly to cover most wrongful civil acts, except breach of contract, that may occur between individuals. The remedy sought in a civil tort action is compensation to the injured party for the damages suffered. The areas discussed here include negligence, defamation, governmental immunity, and governmental responsibility for constitutional violations. (Author/IRT) describes a school security program that the author maintains can be emulated by any school district regardless of size. It informs school districts about relevant local, state, and federal legislation; programs dealing with school crime; and how to obtain funding for equipment, training, technical assistance, and programs to fight school crime. The volume also gives details on successful programs recommended by Congress. These programs utilize early intervention, alternative education, counseling and guidance, a sound relationship between policy and the school, architectural and design techniques, alternatives to juvenile detention, and school security techniques to minimize school crime. (Author/JM)

*Litch, Sarah Moos, Jan Lee*

**Towards the Prevention of Mental Retardation in the Next Generation. Volume II: The Growing Child.**

East Allen County Schools, New Haven, Ind.

Spons Agency-Indiana State Office of Education, Springfield. Dept. of Innovative Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-863p.; A Parenting Education Curriculum: Course of Study-Resource Manual for Junior and Senior High School Students; Print is small and variable on some pages; For related information, see EC 122 933

Available from-East Allen County Schools, 1240 U.S. 30 East, New Haven, IN 46774 ($12.00)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Non-Print Media (100)

**EDRS Price - MF05/PC35 Plus Postage.**

Descriptors-Check Lists, Curriculum Guides, *Family Life Education, Instructional Materials, *Lesson Plans, *Mental Retardation, *Parenthood Education, Parent Role, *Prevention, Resource Guides, Secondary Education, Sex Education, Student Attitudes, Teaching Guides

Intended for teachers of junior and senior high school students, the document outlines a course on the prevention of mental retardation through education of future parents. Introductory matter suggests that the course be given in 15 lessons. Content of the curriculum focuses on the role of the growing child's mother and father as dietitian, doctor, household manager, teacher, psychologist, and lawyer. Included for each lesson is information on the following: objectives, a pretest to test the knowledge and attitudes of students before the lesson, background information for the teacher, an outline of the mini-lecture presentation for the students, classroom experience options, outside classroom experience options, an action checklist, a posttest, and selected references. Masters for dittos and transparancies and lists of community and state agencies, government agencies, audiovisuals, and directories are also given. (SBH)

Descriptors-Age Differences, *Attention, Behavior, *Cognitive Development, Cognitive Processes, Cognitive Tests, Elementary Education, Exceptional Child Research, *Hyperactivity, *Incidental Learning, *Learning Disabilities, *Memory, Sorting Procedures

The differences in performance on a variety of cognitive measures were studied in 67 learning disabled (LD) and normal elementary school children. Younger and older Ss were administered tests of conceptual sorting, central and incidental learning, and selective attention. Teacher ratings of classroom hyperactive behavior were also examined. LD Ss performed significantly worse than normal Ss on the two attention/memory tasks, but not on the conceptual sorting task. Performance on the attention/memory tasks was consistently interrelated for the normal Ss, but much less consistently for the LD Ss. Hyperactivity appeared to be related to poorer performance on the cognitive measures. (Author/DLS)

ED 182 928 EC 123 144

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 9.0: Developing/Communication Processes. Competencies 9.1 through 9.5.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-Nov 73

Grant-OEG-0-71-3675(603)

Note-292p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Objectives, *Commuqication (Thought Transfer), *Communication Skills, Consultants, Evaluation Criteria, *Gifted, *Handicapped Children, Instructional Materials, *Interpersonal Competence, Models, Performance Based Teacher Education, Teaching Guides

Part 9 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of communication processes. Five competencies are considered: (1) that a curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting, (2) that a curriculum consultant should be capable of utilizing formal commuqication models to enhance effective interaction with school personnel on curriculum related problems, (3) that a curriculum consultant should be capable of effectively transmitting information through various communication modes, (4) that a curriculum consultant should be capable of identifying his/her objective for a presentation situation and employ the most suitable techniques, and (5) that a curriculum consultant should be capable of identifying and arranging interpersonal situations which enhance communication. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the five competencies. (PHR)

ED 182 950 EC 123 228

*Grossi, John A.*

**Model State Policy, Legislation and State Plan Toward the Education of Gifted and Talented Students: A Handbook for State and Local Districts.**

Council for Exceptional Children, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.
Pub Date-80
Contract-300-78-0509
Note-228p.
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($14.95, Publication No. 204)
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Policy, Definitions, Due Process, Educational Finance, Elementary Secondary Education, Equal Education, *Gifted, *Models, *Policy Formation, Program Administration, *State Legislation, *State Programs, State Standards, Talent Identification
Identifiers-*Talented Children

Intended for legislators, educators, and advocates, the document presents a model policy statement, statute, and state plan regarding the education of gifted and talented students. The models were based upon analysis of existing state policies, legislation, and plans. Preliminary discussion focuses on issues of mandation, administrative organization, and finance. Following the brief model policy statement, a model statute is presented with information on definitions, identification of gifted and talented students, service delivery, procedural safeguards, state administration, school district administration, personnel, and finance. Examples of alternative state statute language are appended. The model state plan addresses the following areas: right to education, identification, procedural safeguards, service delivery, personnel development, public notice and opportunity to comment, and fiscal management. (CL)

Descriptors-Adult Education, *American Culture, Check Lists, *Cultural Education, Cultural Factors, *English (Second Language), *Language Instruction, Lesson Plans, Readability, *Reading, *Reading Comprehension, *Second Language Learning, Short Stories

This guide discusses material selection criteria for those who teach English reading skills to adult non-English speakers. It is argued that in order to achieve a grasp of meaning in a second language, the student must have some experience with the culture from which that meaning arises. For the selection of material, a checklist of American culture is presented, in which five specific short stories are identified as dealing with or ignoring such aspects of American culture as social equality, economic competitiveness, meeting basic needs, and social structure. Two of the readings, the texts for which are not included, are then made the focus of lesson plans in which student response to cultural considerations raised by the stories is elicited. Appendices include: (1) a bibliography, (2) excerpts from a report on a test for comparative readability of five passages from English classics, (3) records of readability counts of the five short stories, and (4) the Dale list of 769 easy words. (JB)

ED 182 996 FL 010 918

Al-Manakh Kuwait Univ., Safat. Language Center.
Pub Date-Dec 78
Note-45p.
Available from-Kuwait University, Language Centre, English Language Unit, College of Engineering, P.O. Box 5969 Safat, Kuwait (free)
Pub Type- Collected Works - Serials (022)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Classroom Techniques, *Course Evaluation, Curriculum Development, *English (Second Language), English for Special Purposes, Films, Item Analysis, *Language Instruction, *Phonology, Rapid Reading, *Second Language Learning, *Teaching Methods, Test Items, Verbal Communication, Vocabulary

These nine articles discuss and offer suggestions for various aspects of language teaching. In Learning Foreign-Language Phonology: You Can't Hear It If You Can't Say It,'' Victor W. Mason reviews the literature supporting the proposition that accuracy of articulation is required for aural discrimination. In Teaching Scanning,'' James Herbolich offers suggestions to the teacher. A technique for using films for listening-comprehension is outlined by Richard D. Webber in Steps in the Dark.'' Bill Robinson lists four patterns for stating dimensions and their possible order of frequency in How Long is a Piece of String?'' The results and implications for teaching of an in-house placement test are discussed by Steven D. Spurling in Item Difficulty on the ELU Arts Placement Test of May and September 1978 and Its Relevance to Development of the ELU Arts Program.'' Patricia D. Hines offers A Model for Student Evaluation of an ESP Program.'' Techniques for providing low-level oral practice are described by Maria Al-Salem in Games Teachers Play.'' Promoting advanced speaking skills through greater exposure to conversation is the subject of Teaching Conversation'' by William Starkey. Diana Adams-Smith calls for overt vocabulary teaching through a coherent approach in The Acquisition of Technical Vocabulary.'' (PMJ)

ED 182 451 CE 023 846

*Beeman, Carl E. And Others*

**Professional Competencies Needed by Extension Agents in the Florida Cooperative Extension Service. A Report of Research.**

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-Oct 79

Note-110p.; Appendix materials will not reproduce well due to smll type

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Agricultural Education, Comparative Analysis, *Extension Agents, *Job Analysis, *Job Skills, Occupational Information, Skill Analysis, Surveys

A study was conducted to identify and verify the professional competencies needed by extension agents in Florida. Closed form opinionnaires were used to survey 254 extension agents and fifteen state staff members concerning 158 competencies. Among the findings was that state staff members rated all competency categories higher than did incumbent extension agents. State staff members rated the most important to the least important competency categories as follows: program planning, maintaining professionalism, understanding human behavior, communication, program execution, public relations, teaching, research, evaluation, administration, and 4-H. Extension agents rated the most important to the least important competency categories as follows: maintaining professionalism, public relations, program planning, communication, program execution, understanding human behavior, teaching, evaluation, administration, research, and 4-H. Previous enrollment in 4-H was not a factor that influenced incumbent agents' perceptions regarding the importance of the competency categories. (LRA)

*Queeney, Donna S. Manz, Karen P.*

**Professional and Occupational Practice Requirements. A Continuing Professional Education Series.**

Pennsylvania State Univ., University Park. Planning Studies in Continuing Education.
Pub Date-Feb 80
Note-224p.; For a related document see CE 023 601
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Certification, *Credentials, Educational Certificates, *Educational Planning, *Employment Practices, Higher Education, Laws, *Professional Continuing Education, Qualifications, Standards, State of the Art Reviews, *State Standards, Trend Analysis
Identifiers-*Pennsylvania

Focusing on the role of continuing professional education in the various credentialing processes, a study was conducted to provide a comprehensive, up-to-date compilation of data regarding professional and occupational practice requirements in Pennsylvania. This material was intended to function as a useful resource to those serving Pennsylvania's practitioners through the provision of initial professional education, regulation, and continuing education. Initially, the study included fifty-five professions and occupations with the option to include other fields as the study continues. As each profession or occupation was selected, copies of laws governing its practice within Pennsylvania were obtained along with information gathered from professional associations. In addition, individuals from education, regulatory agencies, professional associations, and experienced practitioners were interviewed. Upon completion of all interviews, a summary was drafted and sent to each participant for final review. Individuals participating in the interviews comprise a useful resource list which will be continuously updated along with the study. A computerized information storage and retrieval system will be used to aid in updating and utilizing this information. The study also reported state and national trends, both within and across professions, regarding regulatory practices and attitudes toward and participation in continuing professional education. (Implications for continuing higher education are discussed; and summaries of professions and occupations surveyed are provided.) (BM)

ED 182 508 CE 024 049

*Paterson, Dale J.*

**Guidelines for Keeping the Cornell Farm Account Book. Student Manual.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Note-94p.; For a related document see CE 024 050

Available from-Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($2.50).

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Accounting, Agricultural Education, Bookkeeping, Course Content, *Farm Accounts, *Farm Management, Individualized Instruction, Learning Activities, *Recordkeeping, Secondary Education, *Vocational Agriculture

Identifiers-Cornell Farm Account Book

This student manual contains guidelines for keeping the Cornell Farm Account Book. The manual is divided into the following fifteen units of instruction: (1) Why Keep Records?, (2) Operating Expenses, (3) Labor Records, (4) Interest and Debt Payments, (5) Capital Purchases and Improvements, (6) Milk Sales, (7) Crop Sales, (8) Livestock Sold, (9) Miscellaneous Receipts, (10) Summary of Farm Operating Expenses, (11) Summary of Farm Inventory and Farm Net Worth, (12) Calculation of Depreciation, (13) Summary of Farm Receipts and Expenses, (14) Labor Requirements for Livestock and Crops and the Farm Business Chart, and (15) Electronic Accounting Programs. Each unit of instruction is divided into four sections: unit objectives, introductory information and questions, procedures, and sample entries. (LRA)

ED 182 527 .CE 024 088

*Richards, Edgar L.*

**Perceptions of the Preparation of Youth for Work: Report of a Three-State Survey.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Note-22p.; For a related document see CE 024 089

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Basic Skills, Career Education, Communication Skills, Education Work Relationship, Employee Attitudes, *Employer Attitudes, Employment, Employment Experience, *Employment Qualifications, Individual Characteristics, *Job Skills, Job Training, Personnel Evaluation, Questionnaires, Surveys, *Work Attitudes, Work Experience, Young Adults, *Youth

Identifiers-Delaware, New Jersey, Pennsylvania

A survey of employers in Delaware, New Jersey, and eastern Pennsylvania provided (1) information on organizational characteristics, employers' perception of the relative importance of nine previously identified successful transition skills, and their perception of the deficiency of these skills in today's employed youth; and (2) a model procedure for schools to use or adapt in conducting similar surveys on a local level. A questionnaire was developed and distributed to 178 members of twenty-seven local service clubs (Exchange, Kiwanis, Lions, Rotary) to collect data for the following concerns: the employee attribute most important to employers in general; relative importance of previous job experience and personal attributes; degree of agreement among employers in different types of organizations on important attributes and value of experience; attributes in which youth are found to be most deficient; and differing estimates among employers in different types of organizations of the proportion of deficient youth. Employers agreed that youqg workers were most deficient in those attributes they considered most important despite an emphasis on those attributes in the schools. The finding that employers view the possession of the successful transition skills as more important than previous work experience argues strongly for career education programs. (YLB)

ED 182 565 CE 024 250

*Groseclose, Richard*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-5, Fundamentals of Radiography.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-85p.; Small, light type in figures may not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, *Radiation, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I explains the radiographic process, from radiation source selection to equipment and specimen selection and arrangement, and film processing. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 767 CS 205 430

**Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1979 (Vol. 40 Nos. 1 through 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-10p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Annotated Bibliographies, Bias, *Doctoral Theses, Freedom of Speech, History, *Journalism, *Journalism Education, *Media Research, *Newspapers, *News Reporting, Organization, Organizational Theories, Periodicals, Student Publications

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: establishing newspapers in the Washington Territory; the business history of the antebellum Wisconsin newspaper, 1833-1860; the idea of news in a culturally plural society; the organizational structure and fuqding of the student publications adviser position; how three types of newspaper inaccuracies affect reader perceptions of reporter/editor bias; newspaper and television variables in mayoral elections in 23 Texas metropolitan areas; William Randolph Hearst's news control/news making from 1920 to 1940; the evolution of business management in selected general consumer magazines, 1900-1975; a case study on freedom of the press in Texas during the 1860-61 secession crisis; evaluating Foxfire-concept publications; the social responsibility theory of the press in the Netherlands and the United States; and the educational role of black newspapers, 1920-1930. (RL)

ED 182 816 EA 012 416

*Seiverling, Richard F.*

**Educational Quality Assessment in Pennsylvania. A Decade of Progress. Revised.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date-79

Note-29p.; For related documents, see ED 153 356-359

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Educational Assessment, *Educational Programs, Elementary Secondary Education, Program Descriptions, State Legislation

Identifiers-*Educational Quality Assessment, *Pennsylvania

This pamphlet surveys the last ten years of a Pennsylvania assessment program called Educational Quality Assessment (EQA). The assessment, mandated by state law, measures student achievement in ten goal areas. Pamphlet topics cover legislation and history, administration of the program, the EQA inventory, and the school report. (Author/LD)

ED 182 865 EA 012 507

**Improving Instruction Through Supervision. E.S.E.A. Title IV-C. Final Evaluation Report.**

District of Columbia Public Schools, Washington, D.C.
Pub Date-Jan 80
Note-80p.; For a related document, see ED 166 772
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Educational Programs, Elementary Secondary Education, *Instructional Improvement, Instructional Materials, Peer Teaching, Program Evaluation, *Teacher Supervision, Teaching Methods

The purpose of this project was to help teachers improve their classroom instructional skills by providing a teacher support system based on the clinical supervision model. Participating teachers and administrators came from Region VI of the District of Columbia Public Schools. Participants received training and practice in the clinical supervision model. The project was evaluated by reviewing teacher reports of clinical supervision models, analyzing an internal evaluation instrument, and administering a survey to participating teachers. Evaluation was designed to examine the demonstration of clinical supervision skills by both 1977-79 and 1978-79 participants, the demonstration of a more positive attitude toward supervision, and the refinement of instructional materials used in the program. Findings indicated that (1) teachers trained during 1977-78 used their knowledge of clinical supervision in their own schools, (2) teachers trained during 1978-79 demonstrated knowledge of the concepts and strategies of the clinical supervision model, (3) a positive change in attitude toward supervision was reported by 94 percent of the participants, and (4) refinement of instructional materials was made. It was concluded that teachers and administrators can be trained to provide clinical supervision to fellow teachers as an alternative to but not necessarily a replacement for traditional supervision. (Author/JM)

ED 182 470 CE 023 976

**Adult Basic Education Curriculum and Resource Guide.**
Virginia State Dept. of Education, Richmond. Div. of Secondary Education.
Pub Date- 77
Note-101p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Adult Basic Education, Adult Students, Curriculum Guides, Educational Objectives, Elementary Secondary Education, Instructional Materials, Resource Guides

This curriculum and resource guide on adult basic education was developed to assist administrators, supervisors, and teachers in instructional planning. Section 1 includes general information about adult basic education, its student populations, and its objectives. Section 2 contains broad content outlines for three grade levels (1-4, 5-8, and 9-12), each covering the basic subjects (reading, auditory, rhetoric, handwriting, math, social studies, etc.). Items in the outline are keyed to appropriate instructional materials in section 3 (materials and equipment). It is divided into several sections composed of programmed and non-programmed materials lists of mechanical aids, tapes and cassettes, filmstrips, learning aids, and pamphlets. Section 4 lists activities that will enable the teacher to plan a lesson by using a variety of techniques (role playing, community resources, problem solving, etc.). The last sections include a sample lesson plan, glossary of acronyms, addresses of associations, bibliography for teachers on adult basic education, and publishers' addresses. (PV)

ED 182 546 CE 024 155

*Duenk, Lester G. And Others*

**Instructional Guide for Air Conditioning and Refrigeration. V & TECC Curriculum Guide.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-Sep 79

Note-132p.

Available from-Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-11, $2.00)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Air Conditioning Equipment, Curriculum Guides, Curriculum Planning, Learning Activities, Postsecondary Education, *Refrigeration Mechanics, Resource Guides, Secondary Education, Skilled Occupations, *Trade and Industrial Education

This trade and industrial curriculum guide is intended for use in vocational programs that prepare students to enter the air conditioning/refrigeration field. The introductory section provides a statement of philosophy, objectives, block time schedule, and recommended facilities and equipment. Following the introductory section, eighteen blocks of instruction are presented: (1) Orientation; (2) Refrigeration Tools; (3) Copper Tubing and Fittings; (4) Electricity; (5) Air Conditioning and Refrigeration Fundamentals; (6) Compression Systems; (7) Compressors; (8) Evaporators, Condensers, Receivers, and Other Components; (9) Refrigerants; (10) Refrigerant Controls; (11) Domestic Hermetic Refrigerators and Freezers; (12) Window Air Conditioning Units and Residential Air Conditioning Systems; (13) Commercial Air Conditioning Systems; (14) Commercial System Controls; (15) Absorption; (16) Automobile Air Conditioning; (17) Heat Pumps; and (18) Heating Systems. Each block provides a table that lists the units of instruction, informational content of each unit, and skill development activities. In addition, a list of instructional aids is provided for each block. Appended material includes a unit guide example, a list of safety precautions, suggestions for shop management, and additional references. (LRA)

ED 182 907 EC 123 074

*Lee, Jeannine*
**A Review of the Child Abuse Literature.**
Pub Date- 79
Note-43p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Child Abuse, Definitions, History, *Identification, Incidence, Intervention, *Parent Child Relationship, Prevention, *Psychotherapy, *Research Reviews (Publications), *Theories

The paper presents a review of the literature on physical child abuse. Aspects covered include the history of child abuse, incidence and statistics, definitions, improved reporting and detection systems, the physician's role, informing the public, child abuse theories, potential for abuse in the parent, the child's own contribution to his or her abuse, the role of crises and stress situations in bringing about abuse, and treatment and psychotherapy. (DLS)

ED 182 975 FL 009 797

*Canzano, Phyllis Marrell Canzano, Dorothea Marrell*
**A Practical Guide to Multi-level Modular ESL.**
Pub Date-74
Note-201p.
Available from-English Language Services, 14350 N.W. Science Park Drive, Portland, OR 97229
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, Audiovisual Aids, Bibliographies, Composition Skills (Literary), Curriculum Guides, *English (Second Language), Evaluation Methods, Field Trips, Grammar, Handwriting Instruction, *Individualized Programs, *Language Instruction, *Language Tests, *Learning Modules, Lesson Plans, *Listening Comprehension, Program Design, Reading Instruction, Recreational Activities, Resource Materials, Second Language Learning, Spelling, Teacher Aides, Vocabulary Skills
Identifiers-*Dialogs (Language Learning)

Resource materials and program planning guidelines are set forth for the creation of a multi-level, modular program in English as a second language for adult learners. An overview of the modular system briefly discusses staff requirements, program designs, and laboratory materials. The role and duties of the teacher aide are treated. Seven specific modules are described: grammar, spelling and handwriting, dialogue practice, reading, listening (16 specific lessons are given), composition, and vocabulary development. The following materials are included in module descriptions: (1) bibliographies; (2) structural course plans which detail objectives, materials, procedures, and means to motivate students; and (3) lesson plans. A chapter on supplementary enrichment discusses field trips, social activities, and audiovisual activities. Methods of evaluation and testing that are discussed include observable behavior, opinion surveys, oral interviews (including an example), written tests, and student evaluation of the class. A brief annotated source list of tests is appended. (JB)

ED 182 588 CE 024 273

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-3, Concrete Materials.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-56p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Construction Management, Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Cement Materials, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This third in a series of six modules for a course titled Civil/Structural Inspection deals with concrete component materials and discusses their properties, methods of handling and storage, selection, uniformity, and methods of acceptance. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 610 CE 024 295

*Groseclose, Richard*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) II. Module 32-3, Fundamentals of Magnetic Particle Testing.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-46p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Equipment, Inspection, Learning Activities, Learning Modules, *Magnets, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, Tests
Identifiers-Magnetic Particle Testing, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This third in a series of six modules for a course titled Nondestructive Examination (NDE) Techniques II explains the principles of magnets and magnetic fields and how they are applied in magnetic particle testing, describes the theory and methods of magnetizing test specimens, describes the test equipment used, discusses the principles and reasons for demagnetization, and describes the applicability, advantages, and disadvantages of specific test methods. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 634 CG 014 123

*Hwalek, Melanie Firestone, Ira*

**Relocation and Alienation: Support for Stokols' Social Psychological Theory.**

Pub Date-4 Sep 79
Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Attitudes, Gerontology, Housing Needs, Life Style, Multiple Regression Analysis, Neighborhood, *Older Adults, *Participant Satisfaction, Quality of Life, *Relocation, *Residential Patterns
Identifiers-*Alienation

The extent to which Stokols' model of alienation could be applied to the relocation of elderly into age-homogeneous communal residences was investigated by interviewing 50 residents of two homes for the aged and one senior citizen apartment complex. Three types of regression analyses were performed to test the hypothesis that simultaneously feeling thwarted from the old neighborhood, holding negative attitudes toward the old neighborhood, and maintaining association with those from the old neighborhood would create feelings of alienation among residents. In two of these anlayses, this interaction provided a significant increment in the prediction of alienation scores. The third, ultraconservative regression analysis, did not yield a significant effect. Results suggest that administrators of communal housing for the aged should stress within residence associations rather than force continued association of thwarted elderly with people from their own community. (Author)

ED 182 658 CG 014 160

*Donahue, Michael J. Jaccard, James*

**The Effects of Belief Change on Prior and Consequent Beliefs.**

Pub Date-Sep 79

Note-32p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adults, *Beliefs, *Goodness of Fit, Models, *Predictor Variables, *Probability, Research Methodology, *Research Problems, Research Projects

Identifiers-*Attitude Change, *Wyer Subjective Probability Model

The effect of certain methodological changes on the fit of the Wyer subjective probability model and the effect of belief change on cognitive structure were investigated. Using syllogistically-related proposition sets of the form A,'' If A then B,'' If not A then B,'' B,'' it was found that certain methodological improvements could increase the fit of the model above that obtained in previous research. Given a change in the subjective probability of A,'' results indicated that the Wyer probability model predicted the observed change with reasonable accuracy. Changes in A'' beliefs tended to produce changes in related B'' beliefs but not in the conditional probabilities. In the case of a change in a B'' belief, however, there was no evidence of a corresponding change in the related A'' belief. (Author)

ED 182 724    CS 005 285

*Watson, Dorothy J. And Others*

**Describing and Improving the Reading Strategies of Elderly Readers.**

Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-145p.
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Older Adults, *Reading Improvement, *Reading Processes, Reading Programs, Reading Research, *Reading Skills, Teaching Guides, Teaching Methods

Written primarily for teachers of elderly students and for elderly readers, this manual provides information about the elderly reader, about language, and about the reading process itself. The first chapter contains a review of current research on elderly readers that provides information about the materials they like to read, the materials they find difficult, and how they view themselves as readers. Chapter two offers a discussion of the reading processes of older readers and shows that reading is a complex interaction between the language and thought of the author and the language and thought of the reader. Chapter three presents an outline of a descriptive study of older readers' reading. Specifically, it reports on the subjects, the tasks they performed, and the instrument used to analyze their oral reading. Chapter four discusses the results of the study in depth. Chapter five offers suggestions and actual lessons for use by teachers in preparing a program for older readers, and chapter six outlines a reading program for older readers to follow on their own. Appendixes contain two stories for use by older readers, an interview form, a coding sheet and reader profile sheet for use with a reading miscue inventory, tables of data concerning patterns of grammatical relationships and of comprehension, and a story retelling format. (FL)

ED 182 746 CS 205 396

*Jaglom, Leona M. And Others*

**How Preschoolers Explore the Relationship between Television and the Real World. Technical Report No. 11.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G-78-0031
Note-23p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Association (Psychological), Behavioral Science Research, Changing Attitudes, *Child Development, *Childhood Attitudes, Childrens Television, Perception, *Preschool Children, *Television, Television Research, *Television Viewing

Over 300 verbal and behavioral associations between television and real life were recorded by observing three preschool children for three years and gathering supplementary information from five other children. The children's associations to real life experience made during television viewing occurred consistently earlier than associations to television from the context of daily experience. Regardless of age and amount of television viewed, children consistently used real life as the background against which television was compared. Of the 11 types of associations that were documented, some were found to occur regardless of age, including children commenting on the similarities/differences between television and real life, their requests for televised objects, and their imitation of television characters. Two-year-old children did not perceive the two worlds as separate, and were confused as to the nature of the boundary between the two realms. When the children were four years old, they demonstrated a clearer understanding of the boundary, but they also tended to be overly rigid about the unreality of televised material. At five years of age, the children understood the principal kinds of relationships between television and the rest of their experience, but they were still insensitive to certain connections. (Author/RL)

ED 182 792 CS 502 816

*Fins, Alice*
**Women in Communications.**
Pub Date-79
Note-151p.
Available from-VGM Career Horizons, National Textbook Co., 8259 Niles Center Rd., Skokie, IL 60077 ($5.95 paper, $7.95 cloth)
Pub Type- Books (010) - Information Analyses (070)
**Document Not Available from EDRS.**
Descriptors-Broadcast Industry, *Career Opportunities, Careers, *Communications, *Females, Graphic Arts, *Mass Media, Public Relations, Working Women

This book provides role models and information specifically geared to women seeking communications positions. It presents the personal stories of 17 women in all areas of commuqications so that readers will be able to get a better feeling for the communications field, the types of people in it, and the problems they might expect to encounter. The first five chapters offer profiles of women involved in the print media, broadcasting, public relations, graphic arts, and technical communications. The remaining three chapters contain information about education and financial aid for those interested in communications careers, tips for getting a good job, and information about salary and job satisfaction. Three appendixes provide information about communications associations and about broadcasting and photography programs at various uqiversities. (FL)

ED 182 817 EA 012 417

*Redfern, George B. Hersey, Paul W.*

**Evaluation of Teachers . . . Performance Improvement Commitments. The Practitioner, Vol. VI, No. 3.**

National Association of Secondary School Principals, Reston, Va.

Pub Date-Feb 80

Note-17p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($0.50; quantity discounts; payment must accompany orders of $10 or less)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrator Guides, *Check Lists, Elementary Secondary Education, *Models, *Objectives, *Program Development, *Program Planning, *Teacher Evaluation

The basic premise of the personnel evaluation technique described in this paper is that continuing improvement in performance should be the prime commitment of all professionals. Namely, both the evaluator and the one evaluated should initiate, develop, and pursue a plan of action together, as described in this paper. Also included is a sample evaluation form and a sample model for conferences. (Author/LD)

ED 182 841 EA 012 475

*Hand, N. Shelton, Jr.*

**Employees.**

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-127p.; Chapter 4 of ''The Yearbook of Higher Education Law 1979'' (EA 012 471); For related documents, see EA 012 471-477
Available from-Not available separately; See EA 012 471
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-Civil Liberties, *College Faculty, Colleges, Court Litigation, Due Process, Employment Practices, *Equal Opportunities (Jobs), Fringe Benefits, Higher Education, *Industrial Relations, *Racial Discrimination, *Sex Discrimination, *Teacher Dismissal, Teacher Selection, Tenure, Universities

The author notes in his introduction to this chapter that judicial review of institutional decisions remains at an all-time high. He urges administrators to be aware of the developments in law pertaining to higher education but cautions them not to apply general concepts to specific questions. He notes that the weight of litigation in 1978 serves to warn that specific facts and factual situations have few, if any, ''identical twins.'' The major emphases of the chapter are on faculty and staff employment (including discussions of selection and appointment and of dismissal and nonrenewal), and various kinds of employment discrimination sex, race, religion, age, and national origin. (Author/IRT)

ED 182 415 CE 017 734

**I Believe in Kids. The Jefferson County Career Education Project. Final Evaluation Report, July 1, 1975-June 30, 1976.**

Jefferson County Board of Public Instruction, Monticello, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH50160
Pub Date- 76
Grant-G007502294
Note-207p.; Not available in paper copy due to light type; For related documents see ED 114 586 and ED 120 411.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Awareness, *Career Education, Community Involvement, Decision Making Skills, Elementary Secondary Education, Information Dissemination, Inservice Teacher Education, *Low Income Counties, *Program Development, Program Effectiveness, *Program Evaluation, Publicize, Sex Fairness, Vocational Maturity

The Jefferson County (Florida) Career Education Project was designed to meet the needs of this predominantly low-income, non-white community. The objectives were (1) to increase self-awareness and career awareness in grades K-5; (2) in grades 6-8 to increase self-awareness and career knowledge in the clusters of Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction, and Health; (3) to increase career maturity, knowledge of training opportunities, and to improve career related decision-making skills in grades 9-12; (4) to decrease sex and race stereotyping related to careers in grades K-12; and (5) to increase public awareness of career education and public support of school programs in Jefferson County. Inservice training was provided for teachers of the school system. The project staff procured a wide variety of career-related materials and distributed them to teachers for instructional use. Thirty-five resource persons made career-oriented presentations to students, and a number of field trips were made within Jefferson County and to nearby Tallahassee to increase the career awareness of students. A concentrated dissemination effort using a wide variety of media was made to increase public awareness. In order to evaluate the success of the project, a variety of instruments was administered to students at each grade level in a one-group pre/post test design. Results of the project indicated that the procedures were highly successful in achieving the desired objectives. (Data tables, publicity items, and other related information are appended.) (Author/BM)

ED 182 433 CE 023 684

**Expanding Career Choices for Students by Reducing Mathematics Anxiety.**

Asbury Park Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-Jul 79
Note-205p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Achievement, Career Awareness, *Career Choice, Career Education, Class Activities, Elementary Secondary Education, Fused Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Inservice Teacher Education, Instructional Materials, Integrated Curriculum, Lesson Plans, *Mathematics, Mathematics Teachers, *Nontraditional Occupations, Science Careers, Sex Role, *Sex Stereotypes, *Student Attitudes, Surveys, *Teacher Attitudes, Technical Occupations, Unit Plan, Work Attitudes
Identifiers-California Test of Basic Skills, New Jersey

Designed to investigate the relationship between student and teacher attitudes concerning the study of mathematics and attitudes toward scientific and technical careers by sex and to provide inservice training in eliminating sex role stereotyping in the teaching of mathematics, a research project assessed students' mathematics achievement and developed unit plans incorporating career education concepts. Research involved pre- and post-surveys of the math ability of students and of the attitudes of teachers and students toward technical and scientific careers and toward sex-role stereotyping. The instruments used were the California Test of Basic Skills and project-developed surveys scaling teacher and student attitudes toward mathematics and occupations. A major unit topic was identified and a career awareness unit with student activities in that area developed for each grade involved: measurement (grade 3), addition and subtraction of fractions (grades 4 and 5), multiplication and division of fractions (grade 6), decimals (grade 7), and percentages and business mathematics (grade 8). Data analysis generally indicated large increases in scores of male and female students on the occupational preference survey and the mathematic achievement test. (Unit plans are presented with lesson plans including objectives, teaching strategies, materials needed, lesson development, and activities. Survey instruments are appended.) (YLB)

ED 182 509 CE 024 050

*Paterson, Dale J.*

**Guidelines for Keeping the Cornell Farm Account Book. Teacher Manual.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Note-104p.; For a related document see CE 024 049

Available from-Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Accounting, Agricultural Education, Bookkeeping, Course Content, *Farm Accounts, *Farm Management, Individualized Instruction, Learning Activities, *Recordkeeping, Secondary Education, Teaching Guides, *Vocational Agriculture

Identifiers-Cornell Farm Account Book

This teacher's manual is designed to complement the student manual Guidelines for Keeping Cornell Farm Account Book. The first part of the teacher manual contains lists of concepts that should be taught within each of the fifteen units of instruction. The remainder of the teacher's manual provides the fifteen units of instruction included in the student manual along with the answers to questions within each unit. The fifteen units of instruction are (1) Why Keep Records?, (2) Operating Expenses, (3) Labor Records, (4) Interest and Debt Payments, (5) Capital Purchases and Improvements, (6) Milk Sales, (7) Crop Sales, (8) Livestock Sold, (9) Miscellaneous Receipts, (10) Summary of Farm Operating Expenses, (11) Summary of Farm Inventory and Farm Net Worth, (12) Calculation of Depreciation, (13) Summary of Farm Receipts and Expenses, (14) Labor Requirements for Livestock and Crops and the Farm Business Chart, and (15) Electronic Accounting Programs. Each unit of instruction is divided into four sections: objectives of the unit, introductory information and questions, procedures, and sample entries. (LRA)

ED 182 566 CE 024 251

*Pelton, Rick Espy, John*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-6, Radiography Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-54p.; Small type in Table 1 will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Radiation, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, *Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I explains radiographic inspection as a means of nondestructively examining components, assemblies, structures, and fabricated piping. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

*Walz, Garry R. And Others*
**Becoming Resource Resourceful. Module 50.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-111p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Educational Resources, Elementary Secondary Education, *Evaluation Criteria, Guidance Personnel, Information Needs, *Information Services, Instructional Materials Centers, Resource Allocations, *Resource Materials, *Skill Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary and secondary level. The goal of this module is to help participants develop skills in acquiring and using resources, including becoming familiar with an array of human and nonhuman resources; evaluating them; and developing plans for resource usage. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 702 CS 005 255

*Salinger, Terry S.*

**A Brief Background of Non-formal Education and Two Applications in Reading.**

Pub Date- 78

Note-25p.; Report prepared at New Mexico State University

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adult Basic Education, *Beginning Reading, *Educational Alternatives, Educational Innovation, Elementary Education, Foreign Countries, *Literacy Education, *Nonformal Education, *Reading Instruction, Teacher Developed Materials

Identifiers-*Ashton Warner (Sylvia), *Freire (Paulo)

Nonformal educational programs, which are frequently characterized by their transmission of knowledge outside the limitations and role expectations of the traditional classroom, exist today as they have throughout the past. Among the common characteristics of the diverse nonformal educational programs throughout the world is their responsiveness to the immediate needs of a specific population or situation. One of the most successful literacy programs to date is the nonformal program developed in Brazil by Paulo Freire. Freire's program begins with the development of a core vocabulary based on a study of the life issues faced by the illiterate population to be taught, followed by the development and use of word cards and of pictures to stimulate discussion. In New Zealand, Sylvia Ashton-Warner rejected standard basal readers for her Maori students and developed a nonformal approach in which she solicited vocabulary words from each child and used the words as the basis for beginning reading, creative writing, spelling instruction, and reading and writing practice. Ashton-Warner also created reading books for Maori children. Among the aspects of Freire and Ashton-Warner's work that are indicative of many nonformal educational programs are a rejection of traditional materials, redefinition of the teacher role, flexibility, and response to students' emotional needs. The documented successes of nonformal approaches to reading instruction suggest the desirability of incorporating such nonformal approaches as the language experience approach in beginning reading programs. (GT)

ED 182 768 CS 205 432

*Seiden, Betty Bobo*

**Mother Goose and Doctor Seuss in Secondary School: A Parenting Curriculum for High School English Classes.**

Pub Date-Nov 79
Note-9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Child Development, Child Rearing, Childrens Books, *Childrens Literature, *Course Content, *Curriculum Development, *English Instruction, Parent Child Relationship, *Parenthood Education, Parent Role, Secondary Education, Story Reading

A parenting curriculum need not be confined to the high school's home economics or social studies departments. When students are made aware that books are written for children who cannot yet read, there is no problem eliciting justifications for a unit on children's literature in the high school English class, a unit that compares the characteristics of children with the characteristics of appropriate literature. Lectures, filmstrips, movies, speakers, and discussions can be used to help the students follow children through the five developmental stages between birth and attending school. Discussion of each stage of development can be illustrated with a few examples of children's stories/books, demonstrating the techniques of reading stories to children. A residual effect of placing such a unit in the high school literature curriculum is that students lacking in language skills can experience success in the curriculum while getting needed practice in language arts. (A list of references and possible resources for the parenting/English unit is attached.) (RL)

ED 182 838 EC 122 959

*Klafter, Marcia B.*

**Working with Parents of the Handicapped: A Resource Guide.**

Eastern Pennsylvania Regional Resources Center for Special Education, King of Prussia.; Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.; Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Pub Date-79

Note-114p.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Audiovisual Aids, *Handicapped Children, *Parent Education, *Parent Participation, Parent Role, *Parent School Relationship, Resource Guides

The resource guide lists approximately 700 print materials and audiovisual programs (1970-1979) designed to support training efforts for parents of handicapped children. Intended for parent training, for direct parent use, and/or for professional training, the materials are organized into four categories (sample subtopics in parentheses): impact on families, available support services, resource and equipment, and characteristics, diagnosis, and education of 10 exceptionalities; materials to help parents foster their child's development at home; information on parent/school relationships (parents' rights and responsibilities, development of parent involvement programs); and resources for planning for the future (postschool services). Each citation includes title, author, date, price, format information, and a brief description. A final section lists organizations providing services to families with handicapped children. (CL)

ED 182 908 EC 123 081

*Kingston, Neldon*

**Initial Learning in Mainstreaming Project. Final Report.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 77

Note-34p.; Best available copy; For Project Teaching Manuals and Tests, see EC 123 082-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price)

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Addition, Arithmetic, Division, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Multiplication, *Program Descriptions, Subtraction, *Teaching Methods

Identifiers-*Initial Learning in Mainstreaming Project

The document presents the final report of the Initial Learning in Mainstreaming Project, which developed and tested instructional techniques in 14 specific mathematics skill areas with 429 handicapped and normal elementary school students in Grace and Soda Springs, Idaho. Skill areas included addition facts; subtraction facts; carrying (regrouping); borrowing (regrouping); multiplication facts; division facts; multiplication processes to three digits; long division process to remainder; least common denominator; off base 10 (time: hours, minutes, seconds); off base 10 (time: years, months, weeks, days); rounding numbers; one variable story problems; and long division process with remainder as a fraction and decimal. (DLS)

ED 182 929 EC 123 145

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 10.0: Developing/Support Systems. Competencies 10.1 through 10.3.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-Apr 74

Grant-OEG-0-71-3675(603)

Note-201p.; Special Education Curriculum Training Center Special Project; Print is marginal in parts; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Classroom Environment, Consultants, *Curriculum Development, *Delivery Systems, Evaluation Criteria, *Gifted, *Handicapped Children, *Inservice Programs, Inservice Teacher Education, Instructional Materials, Performance Based Teacher Education, Special Services, Teaching Guides

Part 10 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of support systems. Three competencies are considered: (1) that a curriculum consultant should be capable of developing a comprehensive and systematic inservice training program, (2) that a curriculum consultant should be capable of designing classroom settings conducive to good teaching/learning conditions, and (3) that a curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

**Report to Congressional Staff on State Education Agency Data Request.**
National Association of State Directors of Special Education, Washington, D.C.
Pub Date-79
Note-9p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Compliance (Legal), Costs, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Preschool Education, Program Development, *State Surveys, Student Evaluation, Trend Analysis
Identifiers-*Education for All Handicapped Children Act

Responses of state education agencies (SEAs) are reported to questions on the effect of implementing P.L. 94-142, the Education for All Handicapped Children Act. The following topics are briefly addressed (sample subtopics in parentheses): overview of the use of P.L. 94-142 funds (use of flow through fuqds); incidence and trends in due process hearings; implications of Armstrong vs. Klein (a ruling on extended year programs); impact of P.L. 94-142 on state law; increase in special education staffing as a result of P.L. 94-142 (primary areas of growth in personnel at the local education agency level); comparison of preschool programing between 1975 and 1979 (number served, preschool certification standards); problems in achieving full appropriate public education; effect of priorities; nondiscriminatory assessment; related services; and physical education (requirements for inclusion in the individualized education program). (CL)

**Nanwalegmiut Paluwigmiut-Llu Nupugnerit (Conversational Alutiiq Dictionary).**

Alaska Univ., Anchorage. National Bilingual Materials Development Center.; Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-Aug 78
Grant-G007605457
Note-313p.
Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, AK 99503
Language-Alutiiq; English
Pub Type- Reference Materials - Vocabularies/Classifications (134)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-*Alphabets, Dictionaries, English, *Eskimo Aleut Languages, *Grammar, Language Instruction, Morphology (Languages), Pronunciation Instruction, Reference Materials, *Second Language Learning, *Standard Spoken Usage, Syntax, *Vocabulary
Identifiers-*Alutiiq

This conversational English-Alutiiq dictionary is intended to be used as a guide to those words actively used in Alutiiq and their conversational equivalents. The Alutiiq language, formerly referred to as Sugpiaq, Suk Eskimo, Chugach Eskimo and Pacific Gulf Yupik, is not the language of the people of the Aleutian Chain but rather a dialect spoken on the Kenai Peninsula. In addition to a brief history of the development of the language, the dictionary includes an introduction to the alphabet which employs the same graphic symbols as English but with some differences in the sound/symbol correspondences. A brief discussion of the distinctive phonological features of Alutiiq provides most of the information needed to become a fluent reader of Alutiiq. A general overview of the more important morphological and syntactic aspects of Alutiiq can be gleaned from the introduction while additional grammatical information is provided by the subglosses throughout. The major portion of the dictionary lists the lexical items alphabetically in English and gives their contextualized, conversational Alutiiq equivalents. (PMJ)

ED 182 452 CE 023 849

**Bright Ideas for Career Education: An Arizona Activity Guide.**
Arizona State Dept. of Education, Phoenix.
Pub Date-Jun 78
Note-196p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Agricultural Education, Art Education, Business Education, *Career Awareness, *Career Education, Class Activities, Elementary Secondary Education, English Education, Home Economics, Languages, Learning Activities, Mathematics, Music, Physical Education, Sciences, Self Actualization, Social Studies, Special Education, Teaching Guides
Identifiers-Arizona

This career education activity guide contains suggested learning activities for students in grades K-12. The guide is divided into four sections by grade level: (1) K-3 activities, (2) 4-6 activities, (3) 7-9 activities, and (4) 10-12 activities. Within sections 1 and 2 activities are listed that are related to each of the following career education elements: career awareness, self-awareness, attitudes and appreciations, decision making, economic awareness, beginning competency, and educational awareness. Section 3 presents career activities for ten subject matter areas: English, social studies, science, math, physical education, home economics, art, music, agriculture, and special education. The final section contains career education activities for students in grades 10-12 within the following subject areas: English, foreign language, social studies, science, math, home economics, physical education, art, special education, and business education. (LRA)

ED 182 471 CE 023 978

*Felton, Mimi Edge*

**Handbook for the Development of a Cooperative Adult Basic Education Program in Industry.**

Standard Brands, Inc., Suffolk, Va. Planters Peanuts Div.; Suffolk City Schools, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-83p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Administrative Personnel, Administrator Qualifications, Administrator Responsibility, Administrator Role, *Adult Basic Education, Adult Education Programs, *Cooperative Programs, Curriculum Design, Curriculum Planning, Instructional Staff, Management, Needs Assessment, Program Administration, *Program Design, *Program Development, Program Evaluation, Program Guides, Program Planning, Recruitment, *School Industry Relationship, Selective Admission

Based on experience gained during the development of the Planters Employee Training (PET) program in cooperation with the Suffolk City Schools, Virginia, this handbook provides guidelines for similar cooperative adult basic education (CABE) programs. The table of contents is arranged in the order in which the CABE/PET program was developed and shows one order of program development. The six chapters are (1) Presentation to Industry and Labor, (2) Identification of the Cooperating Parties (educational agency, industry, labor), (3) Program Director (qualifications, roles, and responsibilities), (4) Preplanning Meetings of the Cooperating Parties (needs assessment, objectives, and roles, responsibilities, and contributions of the cooperating parties), (5) Development of Program, and (6) Management of Program. More specific topics of program development (chapter 5) include plan of operation, recruitment and cooperation, screening and selection, attendance regulations and completions, format and curriculum, and evaluation. Appendixes amounting to over one-half of the guide include sample PET program materials such as a student information sheet and screening folder materials, a curriculum development plan and guide, and sources of CABE/PET program instructional materials. (YLB)

ED 182 491 CE 024 019

*Adams, Charles A. Mecca, Thomas V.*

**Future Events Impacting Occupational Education: A Report on the OCTOC Delphi Study. Vol. 1.**

Spons Agency-New York State Education Dept., Albany.
Pub Date-19 Mar 79
Note-64p.; Appendixes B and C will not reproduce well due to small type; For a related document see CE 024 020 ; Prepared through the OCTOC Executive Committee.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Career Education, Educational Change, Educational Planning, *Futures (of Society), *Long Range Planning, *Prediction, Questionnaires, Surveys, Trend Analysis, *Vocational Education
Identifiers-Delphi Technique, *New York

A two-phase study using the Delphi Technique examined the future of occupational education in central New York. The study surveyed three groups having some degree of relationship to occupational education: beneficiary groups (employers), policy making and/or influencing groups, and advisory/informational groups. The survey instrument included 134 events that could have some effect on occupational education and was designed to determine the probability of the event occurring, time frame, and its impact on education. Of the 134 events identified, 128 were estimated to occur probably by the year 2000. Five events were thought to occur by 1980. Twenty-four events were identified as having a strong positive impact on occupational education and fourteen events were forecasted to have a probable negative impact on occupational education. (Appended material includes a list of the 134 events with findings and the questionnaires.) (LRA)

ED 182 528 CE 024 089

*Richards, Edgar L.*

**Sharing Career Education Resources with Schools: An Exploratory Study of Employer Willingness.**

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Jan 80
Note-43p.; For a related document see CE 024 088
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Business, *Career Education, Community Resources, Community Services, Cooperative Planning, Educational Research, Educational Resources, *Employer Attitudes, Employment, Industry, *Institutional Characteristics, Program Development, Program Planning, Questionnaires, *Resources, School Community Relationship, School Districts, *School Industry Relationship

To aid schools planning career education programs, a study (1) identified resources which organizations might be willing to share with schools and (2) attempted to match available resources to easily observable characteristics of employment organizations. Produced through use of the Delphi technique, two lists of variables (organizational resources and organizational characteristics) formed the content of a questionnaire developed for administration to 178 members of twenty-seven service clubs (Exchange, Kiwanis, Lions, Rotary) in Delaware, New Jersey, and eastern Pennsylvania. A company's overall willingness to share resources was compared to eleven operating characteristics: current school assistance, formal recruitment program, formal staff training program, management that encourages employee community service, hiring of skilled non-professionals, support of employee education, engagement in public service, public relations officer, student hiring, job openings, and apprenticeship program. Willingness to share each of sixteen resources was also compared to six other organizational characteristics. Responses were also analyzed for two open-ended questions: other resources business might be willing to share and other ways in which businesses would like to be involved in planning and implementing career education programs. The major conclusion was that the employer community is an underused resource available to schools. (YLB)

ED 182 659 CG 014 162

*Katz, Ernest R.*

**Distress Behavior in Children With Leukemia Undergoing Medical Procedures.**

Pub Date-79

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Affective Behavior, *Anxiety, *Behavior Patterns, Behavior Rating Scales, Cancer, *Childhood Needs, Children, Measurement Techniques, *Psychological Patterns, *Quality of Life, Self Evaluation, Sex Differences, State of the Art Reviews

Identifiers-*Leukemia

Improving prognosis for many forms of childhood cancer has resulted in increased attention on the quality-of-life experience. Conditioned anxiety and pain associated with recurrent diagnostic and treatment procedures have been identified as major sources of distress in children with malignant disease. To evaluate the efficacy of various psychological strategies for distress reduction, valid situation-specific measurement tools are required. A 25-item behavioral observation scale of distress during a selected procedure, bone marrow aspiration, was developed. Observations of 115 children with leukemia, ranging in age from 8 months to 17 years, 9 months, were collected. Trained observers were utilized, achieving an inter-rater reliability above .90. Results indicated clear age differences, with younger children exhibiting more distress behaviors and more gross motor behaviors than older children. Females exhibited more behaviors than males across age groups, also displaying more emotional interactivity than males. Behavioral observation and independent nurse ratings correlated .66. A replication and extention of the first study included a self-report measure of general affective state during the procedure. With a sample of 151 children, the self-report measure correlated significantly with objective behaviors and nurse ratings, but only for children above age six. Self-report scores, as with behavioral indicators, generally decreased with increasing age. (Author)

ED 182 818 EA 012 418

*Hood, Paul D., Ed.*

**New Perspectives on Planning, Management, and Evaluation in School Improvement: A Report on the 1979 Far West Laboratory Summer Workshop on Educational Dissemination and School Improvement.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-OB-NIE-G-78-0203

Note-108p.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Case Studies (Education), *Educational Improvement, Elementary Secondary Education, Literature Reviews, Management, *Models, *Organizational Development, *Organizational Theories, Planning, Program Evaluation, Speeches

This paper is the result of a 1979 workshop that examined potential applications of new perspectives on organizational planning, management, and evaluation as they apply to school improvement efforts. Section 1 reproduces an orientation paper mailed to conference participants. Section 2 contains an informal report of the proceedings reconstructed from notes made by four participants. Some of the procedures discussed include loosely coupled systems, organized anarchies, configurational perspectives, contingency frameworks, garbage can'' decision processes, goal-free planning, goal-free evaluation, and adaptive management of change and implementation processes. (Author/LD)

ED 182 842 EA 012 476

*Zirkel, Perry A.*

**Collective Bargaining.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-16p.; Chapter 5 of The Yearbook of Higher Education Law 1979'' (EA 012 471); For related documents, see EA 012 471-477

Available from-Not available separately; See EA 012 471

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-*Collective Bargaining, *College Faculty, Court Litigation, Higher Education, Private Colleges, State Colleges, State Universities, *Unions

Identifiers-*Unit Determination

The number of higher education collective bargaining cases reported in this chapter is approximately equal to the number in the 1978 Yearbook,'' which was triple that of the previous year. The majority once again involves public colleges and universities and is governed by state statutes. However, the influence of private sector decisions remains pervasive. Definitive generalizations are precluded by the multiple sources of variation in the cases. The chapter's sections follow the basic sequence of steps in the negotiations process, from the threshold issues of organization and recognition to the ultimate problems of strikes and contract enforcement. (Author/IRT)

ED 182 866 EA 012 508

**An Energy Management Programme for Grande Prairie Public School District. Energy Conservation: Energy Management.**

Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Calgary Univ. (Alberta).

Pub Date-Oct 79

Note-125p.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Building Improvement, Building Operation, Change Strategies, Cooperation, Cost Effectiveness, Elementary Secondary Education, *Energy, *Energy Conservation, Foreign Countries, Fuel Consumption, Lighting, *Management, *Pilot Projects, Program Planning, School Personnel, Standards, Thermal Environment, Utilities

Identifiers-*Alberta

This report describes a pilot energy conservation project in Grande Prairie (Alberta) School District No. 2357. Extensive data collection and analysis were undertaken to provide a sound, quantitative basis for evaluation of the program. Energy conserving measures requiring capital outlays were not considered. During the project, electric demand was reduced by 14 percent and electricity consumption by 25 percent. A 5 percent reduction in natural gas utilization was achieved through more efficient operation of plant by custodial staff and by improved maintenance. The procedures followed are described in detail. Recommendations to other school systems setting up an energy management program are that (1) specialized expertise is required; (2) the support and cooperation of all school personnel (including senior district administrators and custodial and maintenance staff) is necessary; and (3) an energy use monitoring program based on daily energy meter readings is necessary both to control performance and to stimulate awareness. (Author/MLF)

ED 182 547 CE 024 156

*Duenk, Lester G. And Others*

Study Guide for Carpet Laying Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-Sep 79
Note-68p.; For a related document see CE 024 153
Available from-Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-13, $2.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Carpeting, *Cooperative Education, Flooring, *Floor Layers, Instructional Materials, Learning Activities, Occupational Information, Secondary Education, *Vocational Education

This study guide was prepared to aid industrial cooperative training coordinators in the technical training phase of the carpet laying training program. The guide begins with a section related to carpet laying career guidance. Specific topics in the section include status of the occupation, working conditions, salary, qualifications, and future employment. The remainder of the guide is comprised of the following thirteen units of instruction: (1) Measuring and Planning, (2) Cutting, (3) Seaming, (4) Hand Sewing, (5) Rugs and Edge Finishing-Installation, (6) Installation of Tackless Strip, (7) Installation of Underlay, (8) Carpet Installation Procedures, (9) Installation of Foam Rubber Backed Carpet, (10) Commercial or Contract Installations, (11) Alternate Installation Procedures, (12) Carpeting Stairs, and (13) Miscellaneous Installation Problems. Each unit follows a typical format consisting of references, introduction, assignment, and check-up questions. An instructor's key for chapter tests and check-up questions is appended. (LRA)

ED 182 793 CS 502 818

*Winegarden, Alan D.*

**The Value of Readers Theatre: Claims, Programs, and Research.**

Pub Date- 78
Note-39p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Bibliographies, *Creative Dramatics, Educational Research, Elementary Secondary Education, *Interpretive Reading, *Oral Reading, *Readers Theater, State of the Art Reviews, *Teaching Methods, *Therapy

This paper seeks to identify and clarify the claims made for readers theatre, a group form of oral interpretation. After summarizing the claims made in support of readers theatre as an educational aid and as therapy, five innovative programs implementing readers theatre are examined. In the final section of the paper, four studies testing the effectiveness of readers theatre are reviewed. A bibliography of books, articles, and unpublished works on readers theatre is attached. (RL)

ED 182 976 FL 009 853

*Klaar, R. M.*

**French Dictionaries. Series: Specialised Bibliographies.**

Centre for Information on Language Teaching, London (England).

Pub Date-76

Note-73p.

Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Annotated Bibliographies, Childrens Books, *Dictionaries, *English, Etymology, *French, Media Selection, Phonetics, Resource Materials, *Second Language Learning

Identifiers-Belgian French, *Bilingual Materials, Canadian French, Proper Nominals, Slang, Swiss French

This is a list of French monolingual, French-English and English-French dictionaries available in December 1975. Dictionaries of etymology, phonetics, place names, proper names, and slang are included, as well as dictionaries for children and dictionaries of Belgian, Canadian, and Swiss French. Most other specialized dictionaries, encyclopedias, and dictionaries less than ten centimeters in height are excluded. A note on selecting the correct dictionary for one's needs is included. (Author/JB)

ED 182 589 CE 024 274

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-4, Concrete Preparation, Production, Placement and Finishing.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-47p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Construction Management, Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Cement, Cement Construction, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of six modules for a course titled Civil/Structural Inspection describes concrete preparation, production, placement, and finishing. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 611 CE 024 296

*Groseclose, Richard*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) Techniques II. Module 32-4, Operation of Magnetic Particle Test Equipment.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-46p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, *Equipment Utilization, Inspection, Learning Activities, Learning Modules, Magnets, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests
Identifiers-Magnetic Particle Testing, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of six modules for a course titled Nondestructive Examination (NDE) Techniques II describes the specific technique variables and options which are available to the test technician, provides instructions for selecting and operating the appropriate test equipment, describes physical criteria for detectable discontinuities, defines and describes non-relevant indications, and describes specific types of relevant discontinuities which require detection, interpretation, and evaluation. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 635 CG 014 124

*Archer, Richard L. And Others*

**Self-Disclosure Under Conditions of Self-Awareness.**

Pub Date-Sep 79

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Behavior Patterns, *Catharsis, College Students, *Disclosure, *Environmental Influences, Psychological Studies, *Self Evaluation

Identifiers-*Avoidance, *Responses

Predictions that the assignment of intimate topics for self-disclosure in the presence of self-awareness-producing stimuli would lead to negative affect and attempts to avoid self-awareness, rather than a positive, cathartic experience, were investigated by conducting an experiment in which male and female subjects described themselves while alone in a cubicle. Self-awareness was manipulated by the presence or absence of a mirror within the cubicle and subjects were assigned either intimate or non-intimate topics. As expected, subjects in the mirror-high-intimacy condition enjoyed the task the least and evinced the highest average latencies in responding to the topics. (Author)

ED 182 681 CS 005 201

*Martin, David S.*

## Reading: Why So Important?

Pub Date-Oct 79
Note-10p.; Paper presented at the Annual Meeting of the Secondary Teachers Association of Reading (Alameda, CA, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Interdisciplinary Approach, Literacy, *Public Opinion, *Reading, Reading Difficulty, *Reading Instruction, Reading Programs, *School Community Relationship, Secondary Education, *Teacher Attitudes
Identifiers-*Reading Attitudes

Americans tend to regard persons without the ability to read as being less than fully functioning members of society. There are at least four ways in which educators can deal with what appears to be a prejudice in favor of literacy while also ensuring widespread literacy: by educating parents and the general public that other means to understanding the written word besides traditional literacy are acceptable and can permit an individual with severe blocks to literacy to be a fully human person, by sharing the reading responsibility with teachers of subjects other than English, by raising teacher expectations of students, and by publicizing the accomplishments of public education in the area of literacy. Specific actions that teachers can take include insisting that students read substantive material rather than completing empty'' exercises, investing in cassette tapes to record students' reading achievements for parents, and publishing student-written books. (AEA)

ED 182 725 CS 005 286

*Coley, Joan D. Matanzo, Jane*
**Early Intervention in Reading: A Look at Good and Poor Readers.**
Pub Date- 74
Note-16p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Beginning Reading, Evaluation Methods, Grade 1, *High Achievers, *Intervention, *Low Achievers, Parent Role, Predictor Variables, Primary Education, Reading Difficulty, *Reading Instruction, *Reading Research, Teacher Role, Testing

A total of 85 first grade students and 12 classroom teachers participated in a study to determine the predictive efficiency of a number of variables for early identification of reading problems. The variables included teacher judgment and the auditory sequential memory and visual sequential memory subtests of the Illinois Test of Psycholinguistic Abilities (ITPA). In addition, interviews were conducted to determine the strengths and weaknesses of potentially poor readers as perceived by classroom teachers. Finally, teachers were asked to indicate what persons, other than classroom teachers, provided instructional intervention for good and poor readers. The findings indicated that the correlations between teacher judgment and the auditory sequential memory subtests of the ITPA were significant for both good and poor readers. In addition, the interview data revealed that poor readers were generally better in comprehension than in word attack skills. The interview data also revealed that parents provided reading help for a large percentage (62%) of good readers, but only for a small percentage (20%) of poor readers. (Author/FL)

ED 182 889 EC 122 979

*Hoehle, William F., II*

**Progress Report of Outreach: Dissemination of Information and Programs Developed Under First Chance Model Project Entitled A Comprehensive Preschool Program for Handicapped Children in Rural and Non-Urban Areas'' for the Period of July 1, 1978 to June 30, 1979. Final Report.**

Southeast Mental Health and Retardation Center, Fargo, N. Dak.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-27 Sep 79
Grant-G007603996
Note-287p.; Not available in paper copy due to print quality of the original.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Early Childhood Education, *Handicapped Children, Infancy, Parent Education, Preschool Education, Program Descriptions, *Program Evaluation, Rural Areas, *Screening Tests
Identifiers-Final Reports

The final report documents accomplishments of a 3 year outreach service to programs serving handicapped preschool children. The program includes four basic components: a preschool screening program, a parent initiated and maintained parent education group, an in home teaching program working with high risk or handicapped children from birth to 8 years, and outpatient evaluation and treatment of children 6 months to 8 years old. Accomplishments are discussed according to six levels: awareness, interest, evaluation, trial, adoption, and integration. Twenty appendixes constitute the bulk of the report and include sample project brochures, training agendas, and lists of speaking engagements. (CL)

ED 182 909 EC 123 082

*Tipton, Fern S. Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Long Division to Remainder.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 77

Grant-G007503411

Note-85p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Arithmetic, *Division, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students how to do long division to remainders. In addition to detailed teaching instructions and text of tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

ED 182 952 EC 123 230

**Answering Your Questions About P.L. 94-142 and Section 504: A Resource Handbook.**

National Association of State Boards of Education, Washington, D.C.; National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Oct 79

Note-24p.

Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., Northwest, Washington, DC 20036 ($4.00, prepaid)

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Compliance (Legal), Costs, Due Process, Elementary Secondary Education, *Federal Legislation, Financial Policy, *Handicapped Children, Identification, Individualized Programs, Mainstreaming, Postsecondary Education, Special Education, Student Placement

Identifiers-*Education for All Handicapped Children Act, *Rehabilitation Act 1973 (Section 504)

Intended as a practical guide, the handbook presents information on implementation issues of P.L. 94-142, the Education for All Handicapped Children Act, and Section 504 of the Rehabilitation Act of 1973. The book is organized into two main sections: an overview of federal, state, and local responsibilities in special education, legislative backgrouqd, and special education programs and placements; and questions and answers on general and specific issues, including the relationship between P.L. 94-142 and Section 504, funding, child count, individualized education programs, least restrictive environment, due process, and related services. (CL)

ED 182 416 CE 021 895

**Project CASE. Career Aspiration and Self Congruence in the Education of Puerto Rican Youth. Meeting the Vocational Education Needs of Special Populations.**

Hartford Public Schools, Conn.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date- 76
Note-148p.; Not available in paper copy due to light and broken type
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Achievement, *Bilingual Students, *Career Awareness, Career Choice, Career Exploration, Curriculum Development, Intermediate Grades, Junior High Schools, *Occupational Aspiration, *Program Effectiveness, *Puerto Ricans, *Self Congruence
Identifiers-Connecticut (Hartford)

A study was conducted to assess the career aspiration and self-congruence of Puerto Rican Youth, as well as to develop a pilot curriculum designed to increase these students' awareness of the world of work. A pre-post control group design was used. All students involved in the research were seventh- and eighth-graders in the Bilingual Cluster at Quirk Middle School of Hartford Public Schools (Connecticut). None of the students had previously been exposed to a career awareness/exploration program. The experimental students were exposed to three career-related and career-infused lessons per day for a six-week period while the control group students were not. There were fifty-two students in the experimental group and thirty-seven in the control group. The Pier-Harris Test and the Comprehensive Career Assessment Scale were administered to all students in the classrooms by their teacher. Although mean scores were higher in the experimental group than in the control group, they were not significantly higher. It was suggested that had the program been used for an entire school year the increases might have reached a level of significance. Although the results were not significant, the students' scores in the academic areas improved as a result of this program. (A major portion of this document contains appended materials, among which is a copy of the program curriculum.) (BM)

ED 182 434 CE 023 702

*Schwartz, Lila Voorhees, Anita E.*
**Final Report of WITT Phase II. October 1, 1978-June 30, 1979.**
Middlesex County Coll., Edison, N.J.
Pub Date- 79
Note-78p.; Parts of this document may not reproduce well due to light and broken type ; Prepared by the Women's Career Information Center.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Career Development, Career Education, Employee Attitudes, Employer Attitudes, *Employment Problems, Equal Opportunities (Jobs), Females, *Nontraditional Occupations, Occupational Guidance, *Occupational Mobility, Program Development, *Program Evaluation, Promotion (Occupational), Questionnaires, *Sex Discrimination, Sex Role, Sex Stereotypes, Technical Occupations, Vocational Counseling, Work Environment, *Working Women

Initiated as an innovative approach to career development, the Women in the Technologies (WITT) program aimed at the elimination of barriers to career advancement arising from sex stereotype related problems on the job. The process involved (1) establishment of linkages with business and industrial organizations, (2) presentation of a needs analysis'' of each participating organization, (3) developing training programs to address problem areas, and (4) supplementary career counseling for participants. A two-part evaluation assessed program impact through use of the Background and Attitudinal Survey and Sex Role Stereotype questionnaires and evaluated seven program activities on the basis of participant opinion indicated on evaluation scales. (The evaluation instruments are provided.) Research on the Phase I WITT program focused on identification of barriers to women's success in nontraditional careers arising from sex role stereotyping and sex bias faced by women in employment; and on orientation of work force members to make them aware of stereotyping and bias. Two questionnaires were administered to participants: a background and attitudinal survey and a female working conditions scale to assess male and female perceptions of sex-bias related problems. Ten program activities were also evaluated by participants; seven of them were related positively. (YLB)

ED 182 453 CE 023 850

**Arizona Career Education Handbook.**
Arizona State Dept. of Education, Phoenix.
Note-43p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Career Education, *Definitions, Educational Objectives
Identifiers-Arizona

This booklet provides an overview of Arizona career education for interested educators and school board members. It is divided into seven sections which cover (1) definition and characteristics of career education, (2) the broad goals for career education with special emphasis on Arizona's goals which are learning to live, learning to learn, and learning to make a living, (3) the four levels in the career development ladder: career awareness, career orientation, career exploration, and career preparation, (4) the eight elements of educational experience (educational objectives) of career education in Arizona, (5) the fifteen occupational clusters and how they are used in career education, (6) the role of the teacher, couqselor, administrator, parent, and commuqity and (7) ideas to help the teacher integrate career education into classes, followed by a question/answer section and a review quiz. (PV)

ED 182 510 CE 024 051

*Wolanyk, Alison M. Bishop, Natalie*

**Dairy Herd Health.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Note-111p.
Available from-Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Reference Materials (130)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Agricultural Education, Animal Science, *Dairymen, *Disease Control, *Diseases, *Livestock, Resource Materials, Secondary Education, *Vocational Agriculture

This monograph, designed to help secondary students recognize symptoms of major dairy cattle diseases, stresses the need for preventative management practices and cooperation between the dairy farmer and the veterinarian. The first of three parts, The Healthy Animal, is divided into five units: body parts, vital signs, excretions, behavior, and reproductive characteristics. Part 2, Disease and Its Prevention, contains two units: the nature of disease and preventative management practices. The final part, Identifying and Treating Diseases, provides the following nine units: treating the diseased animal, reproductive diseases, mammary diseases, digestive diseases, respiratory diseases, structural diseases, other diseases, parasites, and calf diseases. Each part of the monograph is preceded by a vocabulary list. (LRA)

ED 182 567 CE 024 252

*Pelton, Rick Espy, John*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-7, Radiographic Specifications and Code Requirements.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-42p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This seventh in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I describes radiographic specifications and code requirements. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 703 CS 005 256

*Mize, John Mason, George*

**Evaluating Comprehension Questions: Why Some Questions May Be Questionable.**

Pub Date-Nov 79
Note-16p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cognitive Processes, *Communication (Thought Transfer), Context Clues, *Questioning Techniques, *Reading Comprehension
Identifiers-*Schemata

Since questions are used in a wide variety of ways to test comprehension, clarify communication, and determine levels of proficiency, it is important to be aware of the factors that influence how an individual answers a question. The influence on comprehension of vocabulary, syntax, and material organization has been studied and this influence diminishes with the developing maturity of the answerer. The individual's knowledge base is the most important influence on comprehension and the ability to answer questions. A second important influence on how information is learned and how questions are answered is the situational context in which the information was found and the inclusion of some of the original text in the question. The context includes instructions for reading, task structure, perceived authority, and context shifts. (TJ)

ED 182 747 CS 205 397

*Silberstein, Lisa R. And Others*

**Autumn Leaves and Old Photographs: A Developmental Study of Metaphor Preferences. Technical Report No. 14.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Jan 80
Grant-NIE-G-78-0031; NSF-BNS-77-13099
Grant-NIE-G-78-0031; NSF-BNS-77-13099
Note-23p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Abstraction Levels, Association (Psychological), *Developmental Stages, Elementary Secondary Education, Figurative Language, Higher Education, *Imagery, *Language Development, *Language Processing, Language Research, *Language Styles, *Metaphors, Perception, Preschool Education
Identifiers-*Preferences

A multiple choice Metaphor Preferences Test was administered to 138 preschool through college subjects to determine the role of a metaphor's ground in determining a metaphor's appeal, and to document the evolution of preferences for different types of grounds. Ground is the common property that links the two terms of a metaphor (topic and vehicle). The development of subjects' preferences for single metaphorical grounds was marked by a shift from static perceptual grouqds (shape and color) to more dynamic perceptual grounds (sound and movement). Nonperceptual, conceptual grounds occurred, but were late in their development. An increased concurrence was evident between the ability to explicate particular grounds and the preferences for these grounds. Although preference for literal completions declined with age, an unexpected and differently motivated increase in literal selections in grades eight and ten occurred. (Author/RL)

ED 182 769 CS 205 435

*Sewell, Ernestine P., Ed.*

**Focus on Folklore.**

Texas Joint Council of Teachers of English, Houston.
Pub Date-80
Note-24p.; The Texas Joint Council of Teachers of English is an Affiliate of the National Council of Teachers of English
Journal Cit-English in Texas; v11 n3 Spr 1980
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Bibliographies, *Educational Practice, Elementary Secondary Education, *English Curriculum, Fiction, *Folk Culture, Higher Education, *Literary Criticism, Literature, Oral History, *Student Projects, Textbooks, *Writing
Identifiers-*Texas, Writing for Publication

The articles in this journal issue provide information on the study and teaching of folklore. Separate articles discuss the following topics: oral history; the teaching of folklore in Texas secondary schools and colleges, both as a separate discipline and as supporting enrichment material; a term project assignment in a college-level American folklore class; folklore as a critical approach to fiction; and an extracurricular project in which Albany, Texas, high school students have researched the past of their region and written about it in Old Timer,'' a student publication similar in concept to Foxfire.'' Also included in the journal issue are an interview in which William A. Owens, a folklorist, fiction and nonfiction writer, and teacher, talks about writing and publishing; a list of works included in an exhibit about East Texas literature; a bibliography of works on various aspects of using folklore in the classroom, from elementary through university and adult education levels; and an annotated list of ten folklore textbooks currently in use at the college level. (GT)

ED 182 930 EC 123 146

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 11.0: Training/Instruction. Competencies 11.1 through 11.3.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Feb 74
Grant-OEG-0-71-3675(603)
Note-256p.; Special Education Curriculum Training Center Special

Project, Print is poor in parts; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, Classroom Techniques, Consultants, *Data Collection, Evaluation Criteria, *Gifted, *Handicapped Children, *Instructional Design, Management, Performance Based Teacher Education, *Program Planning, Teaching Guides, *Teaching Methods

Part 11 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on instructional training. Three competencies considered are: (1) that a curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles, (2) that a curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children, and (3) that a curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

ED 182 998 FL 010 928

*Christian, Donna*

**Language Arts and Dialect Differences. Dialects and Educational Equity.**

Center for Applied Linguistics, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0057
Note-28p.; For related documents, see FL 010 929-932
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($2.50)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-American English, Elementary Secondary Education, *Language Arts, *Language Attitudes, Language Instruction, Language Patterns, Language Skills, Language Usage, Language Variation, *Nonstandard Dialects, *Regional Dialects, Social Dialects, Sociolinguistics, *Speaking, Speech Communication, Standard Spoken Usage, Testing, *Writing

Some of the underlying issues in dialects and language arts are clarified and questions commonly posed by practitioners are addressed. The discussion focuses on speaking and writing, and is organized around four topics: (1) the state of the English language in the United States today; (2) oral language instruction and assessment; (3) written language instruction and assessment; and (4) integrating dialect diversity into language arts. The specific questions addressed deal with issues and problems encountered by classroom teachers. Particular attention is given to the following matters: (1) reasons for the decline in standardized test scores; (2) academic standards as these are related to reading and writing; (3) language differences and the language arts teacher; (4) standard and non-standard dialects; (5) when and how to teach standard spoken English; (6) identifying children with language problems and differentiating between language disorders and dialect differences; (7) teaching writing to speakers of nonstandard dialects; (8) testing writing ability and nonstandard dialect speakers; and (9) the usefulness of providing students as well as teachers with information on dialects. (Author/AMH)

ED 182 794 CS 502 820

*Lustig, Myron W.*

**An Investigation of Bales' Interpersonal Rating Forms.**

Pub Date-Feb 80
Note-24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Rating Scales, College Students, *Group Behavior, Higher Education, *Interpersonal Relationship, Methods Research, Models, Personality Assessment, *Reliability, *Self Evaluation, Speech Communication, *Validity
Identifiers-*Bales (R F), Communication Research

A questionnaire containing all 78 items from the three forms of Robert F. Bales' Interpersonal Rating Forms (IRF) was administered to 266 college students to test the reliability and validity of the IRF. The questions asked for self-perceptions about one's roles and behaviors in task groups. The results indicated that the scales are neither reliable nor valid. (Possible explanations for the poor performance by the IRF scales and suggestions for their revision are offered.) (RL)

ED 182 843 EA 012 477

*Gehring, Donald D. Young, D. Parker*
**Students.**
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-106p.; Chapter 6 of ''The Yearbook of Higher Education Law 1979''
(EA 012 471); For related documents, see EA 012 471-476
Available from-Not available separately; See EA 012 471
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory
Materials (090)
**Document Not Available from EDRS.**
Descriptors-*Athletic Programs, Athletics, *College Students,
*Contracts, Court Litigation, *Due Process, Freedom of Speech,
Graduate Study, Higher Education, Private Colleges, Professional
Education, State Colleges, State Universities, *Student Financial Aid,
*Student School Relationship

Educational consumerism continues to be the major focus of litigation involving students. Disputes over admissions practices, grades, academic terminations, and financial aid comprised the largest proportion of cases reported this year. The section on academic affairs is the largest single section. As the job market gets tighter and the cost of education continues to increase, students' interests seem to be shifting from issues of due process and demonstrations to economic concerns. Within the framework of these consumer issues, a large number of cases have arisen at the graduate and professional school level. The proliferation of federal and state laws affecting higher education has also given rise to a relatively new area of litigation as institutions and students challenge regulations administered by bureaucratic agencies.
(Author/IRT)

ED 182 867 EA 012 509

*Kaufman, Roger A. English, Fenwick W.*

**Needs Assessment: A Guide to Improve School District Management.**

American Association of School Administrators, Arlington, Va.
Pub Date-76
Note-64p.
Available from-AASA, 1801 North Moore St., Arlington, VA 22209 (Stock No. 021-00450; $5.00 prepaid; quantity discount)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Long Range Planning, *Management, *Needs Assessment, *Program Planning, School Districts
Identifiers-System Approach

Successful school district management, this book says, depends on including needs assessment in the planning process. Part 1 discusses the advantages of using needs assessment in management. Relevant terms are discussed in part 2, while part 3 examines specific steps towards utilizing a needs assessment process. Part 4 discusses the six steps to long-range planning, the system approach.'' Finally, five hypothetical case studies are offered to help educational managers implement needs assessment in their own districts. (Author/LD)

ED 182 977 FL 009 884

**Materials for Teaching English to Speakers of Other Languages. Information Guide No. 3.**

British Council, London (England). English-Teaching Information Centre.

Pub Date-78

Note-184p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Annotated Bibliographies, Autoinstructional Aids, Bibliographies, *Courses, Elementary Secondary Education, *English (Second Language), Instructional Aids, *Instructional Materials, Language Instruction, Language Skills, Listening Comprehension, Postsecondary Education, *Reading Materials, *Reference Materials, Second Language Learning, *Speech Instruction

A broad selection of materials for teaching English as a second language to students from the age of 11 on is described in this annotated bibliography. The period covered extends from 1968 to 1979. Teaching methodologies and materials for teaching English for special purposes are excluded. The bibliography is divided into the following sections: courses, language practice, aids, reading, speaking and listening, and dictionaries and reference books (including grammars). Appendices describe materials on English for special regions and language groups, books and courses for self-study, and specialized bibliographies available from the English Teaching Information Centre. Publishers' addresses are included. (JB)

ED 182 472 CE 023 979

**Final Report of Promotional/Recruitment Cost Effectiveness Research for Portsmouth Public Schools Department of Education.**

Portsmouth City School Board, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-29 Jun 79
Note-113p.; Parts of the appendix will not reproduce well
Pub Type- Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Adult Basic Education, *Adult Students, *Cost Effectiveness, *Information Dissemination, Mass Media, Material Development, Program Effectiveness, Public Relations, Socioeconomic Influences, *Student Recruitment
Identifiers-*Publicity

To apply promotional techniques and measure the impact and response on target adult basic education (ABE) enrollment, a project focused on (1) increasing awareness of adult education programs, (2) successful recruitment techniques; and (3) development of professional relationships with referral agencies. Activities included development of a slide and sound presentation, informational brochures, bumper stickers and decals, gift certificates, posters, story books, and newsletters. Various materials were distributed through the public schools, door-to-door, by referral agencies, and through personal contact. The impact of each item and possible correlations with socioeconomic factors were assessed through 413 telephone interviews with a stratified random sample of households in target areas, questionnaire responses of 147 ABE students, and comparison of responses to questionnaires administered to 234 students (including high school credit and GED) before and after dissemination of promotional materials. Results show the promotional materials had an impact on enrollment. Word-of-mouth (from friends, family, neighbors, and current students) was the most effective means of recruitment. Other methods most often cited as effective include local newspaper, brochures, publications brought home by school children or received at work, referral agencies, and churches. (Copies of the promotional materials are appended.) (JT)

ED 182 492 CE 024 020

*Adams, Charles A. Mecca, Thomas V.*

**Future Events Impacting Occupational Education: A Report on the OCTOC Study. Vol. 2.**

Spons Agency-New York State Education Dept., Albany.
Pub Date-11 Sep 79
Note-53p.; Not available in paper copy due to light print; For a related document see CE 024 019 ; Prepared through the OCTOC Executive Committee.
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Education, Educational Change, Educational Planning, *Futures (of Society), *Long Range Planning, *Prediction, Questionnaires, Surveys, Trend Analysis, *Vocational Education
Identifiers-*New York

This study utilized the techniques of future casting to generate a series of alternative futures from which policy implications for occupational education in central New York could be derived. Using the statements of future events derived from the first phase of the study, a series of twelve alternative scenarios were developed: (1) the changing social paradigm, (2) the graying of America, (3) the automated technological future, (4) the emergence of the public service economy, (5) the future of agriculture, (6) the high cost of medical education, (7) the escalation toward corporate occupational education, (8) the occupational education alternative, (9) reestablishing economic leadership, (10) meritocracy in employment, (11) public and private reaction to work shift values, and (12) education for work. These scenarios were analyzed by the regional occupational education planning committee to determine possible implications for occupational education programs relative to seven variables: curricula, instructional strategies, administration, students, faculty, resource allocations, and facilities. (Findings are reported in a series of charts which summarize specific trends and their implications for occupational education. The trends are grouped into seven categories: labor force, attitudes/values, educational policy and practice, demographic changes, technological changes, ecology, and public and social policy.) (LRA)

ED 182 529 CE 024 096

*Moesser, Alba I., Ed. And Others*

**Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education.**

Minority Affairs Inst., Inc., Walnut, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date-79

Note-115p.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-County Programs, *Educational Resources, Federal Programs, Human Resources, Instructional Materials, Minority Groups, Organizations (Groups), Resource Guides, *Sex Fairness, State Programs, *Vocational Education

Identifiers-California, Displaced Homemakers

Developed for use by educators in general and specifically for teachers, administrators, project directors or others who are directly involved in providing non-discriminatory vocational education to all students (including minority women and displaced homemakers), this resource book is divided into seven sections: (1) organizations/projects (community and women's organizations, educational institutions, federal-, state-, and locally-funded projects 1974-1979), (2) publications, (3) bibliographies, (4) directories, (5) learning materials, (6) films/filmstrips, and (7) human resources. Nearly all entries are annotated. The organization/project section is further subdivided into four parts: seventeen national organizations/projects (alphabetical), forty-five nationwide organizations/projects by state, California state level projects, and California projects by county. The publications section includes government documents, books, research studies, and journal articles. Films listed include those designed for classroom use and those that directly address sex equity issues. Individuals listed as contact people for projects and organizations listed in section 1 are included in the human resource section which provides an alphabetical listing of sixty-five people and their self-indicated areas of expertise. (MEK)

ED 182 548 CE 024 167

*Baker, Joan W. Benner, Susan M.*
**Project to Mainstream Gifted Handicapped Students into Selected Models of the Executive High School Internships Program: Evaluation Report.**
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Aug 78
Grant-G0077C0059
Note-147p.; Parts of the appendix may not reproduce well due to light and broken type
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Career Exploration, Community Involvement, *Experiential Learning, *Gifted, *Handicapped Students, High School Students, Mainstreaming, Managerial Occupations, Participant Satisfaction, Program Effectiveness, *Program Evaluation
Identifiers-*Executive High School Internships Program

As a supplement to the standard in-school high school curriculum, the Executive High School Internship Program provides experiential learning opportunities for gifted high school students. The program focuses on management-level field placements through which participants learn to make decisions, interact with the world-of-work, and assume responsbility for their actions. In 1977 a pilot project was conducted to mainstream gifted handicapped students into the on-going internship programs. Eight school districts (twelve students) participated in the one-semester demonstration pilot. Assessment focused on its effects on students, sponsors, coordinators and school personnel. General program characteristics were examined to determine feasibility of program expansion. Learner outcomes and process objectives were outlined by program participants and formed the base of the evaluation. Pre- and post-test instruments were used in combination with on-site visits to participating districts. Based on evaluation results, it was concluded with the exception of one internship the mainstreaming project was successful. Handicapped interns were able to compete successfully with non-handicapped peers in independent world-of-work situations. In addition, handicapped students were able to integrate fully into the seminar setting. Only one of the site sponsors expressed reluctance to work with a handicapped intern in the future. Several sponsors expressed the desire to see the program extended. (BM)

ED 182 636 CG 014 125

*Croxton, Jack S. Miller, Arthur G.*

**Behavioral Expectancy, Perceived Freedom and the Attribution of Attitudes.**

Pub Date-79
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Attitudes, *Attribution Theory, *Behavior Patterns, College Students, Environmental Influences, *Expectation, *Perception, *Reactive Behavior
Identifiers-*Freedom

The relationship between perceived freedom and the attribution of attitudes was investigated. Observers were asked to infer an attitude from an actor's behavior when the actor's behavioral freedom was ambiguous. Attributions of attitude corresponded less to the behavior when it was unexpected and when the actor's potential lack of freedom was made salient. Results suggest that even though observers may generally overattribute an actor's behavior to an internal disposition of that actor, they are quite disposed to acknowledge potential situational or contextual variables to make the behavior more easily understandable. (Author)

ED 182 660 CG 014 163

*McGee, Martha*

**The Woman College President in 1978.**

Pub Date-6 Apr 79

Note-10p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Couqselors (63rd, Washington, DC, April 4-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrator Characteristics, Administrator Role, *Career Choice, *College Administration, Demography, *Females, Higher Education, Individual Characteristics, *Presidents, Research Projects

Identifiers-*Deans

A profile of the female college president in 1978 was developed by examining demographic and professional characteristics, career patterns, and role definitions of 35 women heading 15 two-year institutions and 20 four-year institutions. When only majority responses for all presidents were considered, results indicated that the woman college president tended to have: (1) spent her entire career in education; (2) worked in three or fewer institutions; (3) received a doctorate degree; (4) had a mother who was at least a high school graduate not working outside the home, and a father who attended college and worked in a professional, technical, or managerial field; (5) not initiated her own application, but was approached by a search committee; (6) expressed great satisfaction with her position; and (7) considered her sex a distinct asset. (Author/HLM)

ED 182 819 EA 012 419

*Cates, Carolyn S., Ed. Ward, Spencer, Ed.*

**Dissemination and the Improvement of Practice: Cooperation and Support in the School Improvement Process.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-OB-NIE-G-78-0203
Note-204p.; Some tables and figures may not reproduce clearly due to small print
Available from-Educational Dissemination Studies Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($2.00)
Pub Type- Collected Works - General (020) - Information Analyses (070)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Administrator Role, *Change Agents, *Change Strategies, *Educational Change, *Educational Improvement, *Educational Programs, Elementary Secondary Education, Literature Reviews, Models, Program Development, *Program Evaluation, Speeches
Identifiers-*Linking Agents

The eight papers in this book summarize discussions and recommendations by participants in a 1977 conference that focused on three topics: definitions of linking functions and roles; coordination of dissemination and linking activities; and support needs of linking agents, including options for providing support. Each of the chapters provides information specific to school improvement efforts, such as the role of administrators in the change process, a framework for dissemination and linking services, training needed by linkers, and federal support. (Author/LD)

ED 182 454 CE 023 855

*Wurzburg, Gregory*

**Youth and the Local Employment Agenda. An Analysis of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. Overview and Area Summaries. Final Report.**

National Council on Employment Policy (DOL), Washington, D.C.

Pub Date-Jan 80

Note-89p.; Several pages containing small print will not reproduce well

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Career Education, Case Studies, Community Involvement, Disadvantaged Youth, Educational Research, *Federal Programs, Federal Regulation, Incentive Grants, Interagency Cooperation, Interagency Coordination, Out of School Youth, *Program Development, Program Evaluation, *School Districts, *School Role, Underemployed, Unemployment, Work Experience Programs, *Youth Employment, *Youth Programs

Identifiers-Youth Employment and Demonstration Projects Act

Using a case study approach, an eighteen-month review assessed the implementation of the Youth Employment and Demonstration Projects Act (YEDPA) in thirty-seven prime sponsorships in twelve states. Most states showed progress in establishing a role for local educational agencies in the prime sponsor employment and training service matrix. But too little time or incentive has limited union and private employer involvement. To meet developmental needs of youth, sponsors have paid more attention to systematic sequencing of services, emphasized program quality, and tied manpower to education through collaboration with local schools. Despite flexible program targeting, cost and reporting disincentives have deterred special needs group identification. A crisis climate has hindered knowledge development by not permitting time for activities without immediately usable pay-offs, while the maintenance-of-effort mandate has proven hard to enforce. Sticks'' (statutes and regulations) and carrots'' (financial incentives) have failed to assure that new programs serve intended federal objectives. Furthermore, uncertainty about funding levels, regulations, and the law itself lessen federal block grant program effectiveness. (Recommendations are made for improving YEDPA program operations and considerations when enacting and implementing new legislation. The ten case study areas are summarized.) (YLB)

ED 182 511 CE 024 052

McCaslin, Judith Strand

**Fertilizer and Lime: Why They Are Used.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date- 78
Note-65p.
Available from-Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.50).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agricultural Education, *Fertilizers, Instructional Materials, Land Use, *Plant Growth, Plant Science, Soil Conservation, *Soil Science, Teaching Guides, Transparencies, *Vocational Agriculture

This unit teaching guide is designed to help teachers explain the principles of fertilizer and lime use. The first of four major sections is a teaching outline keyed to transparency masters and student handouts. Thirteen major areas are covered in the teaching outline: (1) plant needs; (2) uses of fertilizer; (3) nutrients for plant growth; (4) planning the fertilizer program based on the soil test; (5) classification of fertilizers; (6) some types of nitrogen, phosphorus, and potassium fertilizers; (7) reading the fertilizer label; (8) soil pH and the use of limestone; (9) rate of application; (10) time of application; (11) application methods; (12) consideration for fertilizer selection and application; and (13) student application exercises. Sections 2 and 3 contain student handouts and a list of teacher and student references. The final section contains overhead transparency masters that complement the unit. (LRA)

ED 182 568 CE 024 253

*Selleck, Ben Espy, John*

**Nuclear Technology. Course 27: Metrology. Module 27-1, Fundamentals of Metrology.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-49p.; Small, light type in figures may not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians

This first in a series of eight modules for a course titled Metrology describes the fundamentals of metrology as they pertain to dimensional inspection. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10), test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 590 CE 024 275

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-5, Concrete Testing and Inspection.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-44p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Construction Management, Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Cement Construction, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of six modules for a course titled Civil/Structural Inspection introduces various test methods and equipment associated with concrete testing and provides a practical background for the actual inspection of the associated construction activities. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 612 CE 024 297

*Espy, John*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) Techniques II. Module 32-5, Fundamentals of Eddy Current Testing.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-48p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests

Identifiers-Eddy Currents, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of six modules for a course titled Nondestructive Examination (NDE) Techniques II describes the fuqdamental concepts applicable to eddy current testing in general. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 682 CS 005 211

*Phelps, Patty Holland*
**The Role of Latin in Vocabulary Development**
Pub Date-Nov 79
Note-13p.
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Basic Vocabulary, Elementary Secondary Education, *Latin, *Reading Improvement, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills

Systematic vocabulary instruction accelerates reading progress; improves one's thought processes; and provides progress in originality, organization, and choice of words. Some school districts have experimented, with some success, with teaching Latin as a way of improving vocabulary. In addition. several studies have indicated the value of a structural approach to vocabulary development using some basic knowledge of Latin. Etymological studies and reading mythology are two specific ways that vocabulary development can be enhanced by a knowledge of Latin. Other techniques utilizing knowledge of Latin root words and combining them with prefixes and suffixes can be used to increase students' vocabularies. (TJ)

ED 182 704 CS 005 258

*Lee, Grace E.*

**Literacy through Language Communication: A Curriculum for the 1980s.**

Pub Date-Jan 80

Note-11p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (47th, Claremont, CA, January 18-19, 1980)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cognitive Development, *Communication Skills, *Curriculum Development, Elementary Secondary Education, Higher Education, *Integrated Curriculum, *Language Skills, *Literacy, Mass Media, Reading Skills, Speaking Activities, Writing Skills

Identifiers-Oral Language

Since the traditional information-based curriculum does not adequately meet contemporary needs, it should be replaced by a process-oriented curriculum that fosters skills in information processing, concept formation, problem solving, and other higher order cognitive processes in conjunction with the development of language skills. There are many indications that both students and adults in our society have failed to develop more than minimal literacy skills. A language communication curriculum for the 1980s must give equal emphasis to subject information and human relations and must effect a respect for both the media and the role of literacy in students' lives. Curricular areas that are particularly suited to the development of language communication include speech, theatre arts and drama, debate, business communication, consumer education, media, and journalism. The language curriculum should help students gain a concept of reading as an integrated process comprising language, thinking, and communication a concept that is not promoted through fragmented basic skills programs. (Several classroom activities are suggested for each of the curriculum areas discussed.) (GT)

ED 182 726 CS 005 288

*Hare, Victoria Chou Pulliam, Cynthia A.*
**College Students' Metacognitive Awareness of Reading Behaviors.**
Pub Date-79
Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Students, Higher Education, Multiple Regression Analysis, *Perception, *Predictor Variables, *Reading Achievement, *Reading Habits, *Reading Processes, Reading Research, *Self Evaluation
Identifiers-*Metacognition

It was hypothesized that college students' metacognitive behaviors would predict their reading achievement scores. Nelson-Denny Reading Tests scores were obtained for each of 66 students in undergraduate reading methods courses, and these students were asked to introspect about their behavior as they read an article related to course work. Becoming distracted and rereading were by far the most frequently mentioned behaviors. A regression equation that explained 59.8% of the variation in raw scores contained the five predictor variables reading for meaning, rereading, selectively reading, adjusting reading speed, and behavior (a variable used to check whether the number of behaviors itself correlated with reading score). A second regression equation containing only the four metacognitive behaviors explained 58.6% of the raw score variation. The data suggest that high scoring readers are more actively involved in reading, and that the four predictor variables discriminate between high and low reading scores. The students with higher scores were conscious of more behaviors during reading than were lower scorers. The behaviors that showed relative passivity in reading, such as becoming distracted, were neither positively nor negatively associated with reading scores, apparently occurring as natural phenomena for all readers. (RL)

ED 182 748 CS 205 398

*Sides, Charles H.*

**Technical Writing: Implications for Compositional Skills Development.**

Pub Date-Feb 80

Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*English Instruction, Higher Education, *Language Ability, *Language Development, *Technical Writing, *Writing Skills

The fact that technical writing is a form of discourse and not just a craft to be learned for a specific purpose means that it has at least three implications for the structure of writing programs. First, it is a method of writing development that is you-centered'' rather than I-centered.'' Second, it is a heuristic for perceiving and organizing experience in a technological society. Third, it is a pragmatic alternative to the traditional and sometimes stale approaches to composition. Knowing and building on these implications, teachers of technical writing should seek to synthesize concepts of traditional freshman composition with concepts of traditional technical communication to revitalize their writing courses and to provide students with practical, lifelong learning skills. Communication is the basis of society's existence; and writing teachers must aid the development of their students' abilities to become parts of the system. Teachers can do this only by showing students the devices with which the system operates the rhetoric that uqderlies technical writing. (RL)

ED 182 795 CS 502 821

*Benoit, Pamela Benoit, William*

**Innovation in Individual Events: Improving the Quality of Judging.**

Pub Date-29 Oct 77
Note-18p.; Paper presented at the Indiana Speech Association Conference (Indianapolis, IN, October 29, 1977)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Debate, *Evaluation Criteria, Higher Education, *Instructional Improvement, *Public Speaking, Secondary Education, *Speech Curriculum, *Teacher Education
Identifiers-*Forensics

Forensics judges rank students, determine the outcome of tournaments, and are in positions to give the contestants feedback that can help them learn. Several ideas that can help improve the quality of judging include: event rules should appear on the ballots, suggested criteria for judging should appear on the ballots, tournaments should use judging preference sheets, each contestant should receive an individual ballot with criticisms and suggestions, coaches should experiment with varied tournament formats that increase feedback to the student, speech departments at the university level should train students to be competent coaches and judges, workshops should be held to provide informal instruction to judges and coaches, and certification of judges should be encouraged. (TJ)

ED 182 890 EC 122 980

*Blea, William A.*

**Proceedings: Educators of the Deaf, Educators of the Blind, and Educators of the Deaf-Blind (San Diego, California, November 19-21, 1975).**

California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-30p.

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Blind, Deaf, *Deaf Blind, *Educational Trends, Elementary Secondary Education, Etiology, *Multiply Handicapped, Student Characteristics, Student Needs, Teaching Guides, *Teaching Methods

The document presents five papers from a conference involving educators of deaf, blind, and deaf blind children. In Challenge Educating Deaf-Blind Children,'' F. Roberts discusses common societal concepts regarding the deaf blind, the teacher's role in dealing with these children, and the developmental approach to educational planning for the deaf blind. A second paper, Education of the Child with a Vision Problem'' by M. Leslie, defines degrees of blindness, reviews aids for the visually handicapped, and considers orientation and mobility for the blind. Educating the Hearing Impaired: Guidelines for Teachers of the Visually Handicapped'' (P. Simmons) deals with deafness in terms of etiology, language and communication development, current educational trends, and identifying behaviors. A brief history of deaf education is outlined in The Multihandicapped Hearing-Impaired Child Where He Has Been and Where He Is Now'' (E. Shroyer); and a final paper, The Blind Multihandicapped Child'' (A. Galloway), offers suggestions for educators which include having a good background in motor development. (SBH)

ED 182 910 EC 123 083

*Tipton, Fern S. Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Off Base 10, Working with Hours, Minutes, Seconds.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Note-35p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods, *Time

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students how to tell and compute time in terms of hours, minutes, and seconds. In addition to the basic time facts, the lessons cover carrying or borrowing with off-base-10 time facts, and conversion from one unit of time to another when more than one unit is involved. In addition to detailed teaching instructions, the manual includes tests, worksheet problems, and pages to be made into transparencies for projection. (DLS)

ED 182 953 EC 123 231

*Snodgrass, Gary, Ed.*
**Due Process in Special Education: A Case Record The Dick East Hearing.**
National Association of State Directors of Special Education,
Washington, D.C.
Pub Date-Jun 78
Note-104p.
Available from-National Association of State Directors of Special
Education, 1201 Sixteenth St., Northwest, Washington, DC 20036 ($7.00)
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Case Studies, Compliance (Legal), *Due Process, *Handicapped
Children, *Hearings, *Student Placement
Identifiers-Education for All Handicapped Children Act

A representative excerpt of the information presented at a special education due process hearing is offered to acquaint parents, educators, and hearing officers with the nature of a hearing and the potentially serious consequences of a hearing officer's decision. Material traces the proceedings from initial correspondence regarding the hearing for a junior high school student with learning problems. Also included are opening statements, exhibits by parents and the public schools, testimony by both parties, summary statements, and finally, the decision. Notations are made throughout the excerpt regarding applicable sections of P.L. 94-142, the Education for All Handicapped Children Act. (CL)

ED 182 868 EA 012 510

*Gudridge, Beatrice M.*

**Teacher Competency: Problems & Solutions. AASA Critical Issues Report.**

American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.

Pub Date-80

Note-77p.; Parts may not reproduce clearly due to colored background.

Available from-AASA, 1801 North Moore St., Arlington, VA 22209 (Stock No. 021-00352; $9.95 prepaid, quantity discounts)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrator Role, Case Studies (Education), *Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, Records (Forms), *Teacher Evaluation, *Teacher Improvement, *Testing

Teacher competency is the focus of this book, which serves as a guide for educational administrators who want to improve their teachers' effectiveness. Topics covered include testing teachers for competency, administrator role in improving principals and teachers, teacher evaluation, inservice education, and teacher centers. (Author/LD)

ED 182 978 FL 010 439

*Baudin, Phil And Others*

**Foreign Language Camps: Camp Waskowitz. Teacher's Guide and Planning Book.**

Pub Date-78
Note-73p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Guides, *Facility Guidelines, Instructional Materials, *Language Instruction, Nonformal Education, *Program Administration, *Program Planning, Records (Forms), *Recreational Activities, Resource Materials, Scheduling, *Second Language Learning
Identifiers-*Language Camps

This guide to running a foreign language camp is intended to cover all aspects of camp administration and program planning. The philosophy of language camps is set forth. The chairperson's responsibilities regarding staff recruitment, staff assignments, and handling finances are outlined. Sample schedules for French, Spanish, and German camps are included, along with explanations of all suggested activities. Details of camp facilities are accompanied by floor plans. Appendices offer examples of many forms that will be needed by camp administrators, including checklist for clean-up and checkout, tally of camp participants, letter for foreign exchange students, bus request form, budget worksheet form, budget summary, reimbursement claim form, publicity flier, master student list, camp agreement, emergency and parents' consent form, list of items to bring to camp, camp rules, letter to parents, registration form, student handbook form, directions to camp, maps in four languages, trail map, get-acquainted game, list of mini-class offerings, mini-class schedule, mini-class request form, certificate of participation, and evaluation form. (JB)

ED 182 417 CE 023 084

*Hodgens, Jim Myers, Leland*

**Farm Business Management. Instructional Material. Year 1.**

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-79

Note-291p.; Colored pages may not reproduce clearly.

Available from-Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Ave., Stillwater, OK 74074 (Teacher Manual, $15.00; Student Workbook, $16.00).

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adult Farmer Education, Behavioral Objectives, Curriculum Guides, *Farm Accounts, *Farm Management, Instructional Materials, Learning Activities, Postsecondary Education, Recordkeeping, *Vocational Agriculture

Designed to provide a basic core om instruction in teaching farm management in Oklahoma, this manual is intended for use in the first year of a three-year adult postsecondary program of instruction. The materials may also be used to teach producers currently engaged in production agriculture. Instructors are encouraged to supplement the instructional units with resource matter and people and to use concurrently the Oklahoma Young Farmer Association Record Book.'' The thirteen Year I units focus on records and record keeping; the areas covered include orientation and introduction, record keeping, inventory, depreciation, enterprise accounting, enterprise budgets, cash flow, farm credit, partial budgeting, financial statements, income tax, income tax management, and year-end closing of records. Performance objectives, which form the basis of each unit, are given as both a unit objective, stating the subject matter to be covered in the unit, and as specific objectives, stating the student performance necessary to reach the unit objective. Each uqit then provides some or all of these components: suggested activities for teacher and students, references, information sheets, assignment sheets with answer sheets, and visual aids. Units are planned for more than one lesson or class period of instruction. (YLB)

ED 182 435 CE 023 711

*Jackson, Dorothy J.*

**Planning Ahead for Career Choice. A Career Decision Making Mini Course for High School Students. Mis. Pub. 76-1.**

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date-Feb 76

Note-154p.; Not available in paper copy due to small type and colored paper

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Career Choice, *Career Education, Curriculum Development, *Decision Making Skills, Learning Activities, *Occupational Information, Secondary Education, *Values

Identifiers-*Peter Blau Model of Occupational Choice

Designed for use at the senior high school level, this career decision making mini course is based on Peter Blau's Model of Occuational Choice. The course has been pilot-tested with college bound and non-college bound students. It may be offered as an elective unit for one-half to one full semester in one to three class periods per week or it may be infused in an English, social studies, health, sociology, psychology, or human relations course. This document contains both the leader's guide and the student's guide. The leader's guide contains information on the

backgroupd and development of the curriculum model, recommendations for use, and warm-up activities. The student's guide contains the curricular materials which are assembled in the form of a career decision making learning packet. The packet is divided into the following three units: Values; Occupational Information; and Decision Point. Fifteen learning capsules comprise the complete packet. Each learning capsule contains individual and group activities. (BM)

ED 182 637 CG 014 126

*Gottfried, Adele Eskeles*

**Role of Intrinsic Motivation in Children's School Achievement.**

Pub Date-Sep 79
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (67th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, Academic Education, Curriculum, Elementary Education, Elementary School Students, *Individual Characteristics, *Intelligence Tests, Learning Experience, *Learning Motivation, *Student Behavior, Student School Relationship, *Testing

The relationship between intrinsic motivation for school learning and school achievement was investigated. An intrinsic motivation inventory was developed to test the hypotheses that intrinsic motivation is differentiated into specific subject areas for school learning; and for specific subjects is positively, significantly, and differentially correlated with achievement in corresponding subject areas. A self-report inventory, measuring pleasure inherent in school learning within subjects, was administered to fourth and seventh graders and correlated with their Stanford Achievement Test scores. Results supported the predictions, suggesting that intrinsic motivation for school learning is differentiated by subject area and that intrinsic motivation within specific subjects is a significant component of school achievement beyond the variance attributable to IQ. The intrinsic motivation inventory proved to be reliable and valid. (Author)

ED 182 661 CG 014 164

*Scott, Myrtle*

**Ecological Models and Methods in the Study of School Psychology.**

Pub Date-Sep 79
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Science Research, Behavior Theories, Counselor Role, *Delivery Systems, Elementary Secondary Education, *Guidance Programs, Models, *Problem Solving, *Program Development, *School Psychologists, *Systems Approach
Identifiers-Training Methods

School psychology is a very complex field further complicated by current socio-political contexts which mandate the development of a psychology of school psychology, requiring two things as first steps. The first step is a model which outlines the conceptual map of the area, gives direction to investigations in the area, and checks on the generalizability and usefulness of the findings. This 3S model combines systems theory, behavior setting theory, and specifics profiling. Concurrently with the development of the model, new methods need to be employed in the investigation of problems of school psychologists, such as systems analysis, behavior setting surveys, chronologs, and specifics profiling. Problem solving techniques can synthesize the models and methods into a practical working strategy. (Author)

ED 182 770 CS 205 436

*McTeague, Frank And Others*

**An Investigation of Secondary Student Writing Across the Curriculum and Some Suggestions for School Language Policies.**

York Borough Board of Education, Toronto (Ontario).
Pub Date-Jan 80
Note-21p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Composition (Literary), *Educational Policy, Educational Research, Foreign Countries, *Language Planning, Language Skills, School Policy, Secondary Education, Teacher Attitudes, *Writing Skills
Identifiers-Canada, *Writing across the Curriculum, *Writing Research

A survey of student writing in every subject and grade in a Canadian secondary school involved 117 students over a nine-day period and investigated the amount of writing done in all subjects and the variety of purpose and audience in student writing. Results showed that each student produced an average of two written pieces per day, that one out of three pieces was mathematical, that the average amount of writing was some 166 words per school day, that approximately one-third of the writing was copied, that the writing was limited in variety (only 15% of the writing called for the use of reasoning or inference), and that there was a discrepancy between the writing of students and writing required in the adult environment. Suggestions for teachers and department heads to use in implementing school language policies include the need to view writing as a multistage process, to recognize that literate intelligence and scholarly cognitive abilities are developed primarily by writing, and to understand that teacher response to student writing is critical in developing writing abilities. (AEA)

ED 182 820 EA 012 420

*Duignan, Patrick*

**Administrative Behavior of School Superintendents: A Descriptive Study.**

Pub Date-Jun 79

Note-8p.; Paper presented at the International Congress on Education (2nd, Vancouver, BC, June 17-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Administrative Problems, *Administrator Role, Elementary Secondary Education, Foreign Countries, School Superintendents, Speeches

Identifiers-*Alberta (Edmonton)

This study explored actual on-the-job behavior of superintendents to develop a composite view of administrative behavior. Eight superintendents working within a 150-mile radius of Edmonton were observed at work and structural data was recorded. Findings from the observational technique used were supplemented by data collected through interviews and work records. Results showed that one of the primary pressures on a superintendent was the problem of organizing and controlling his or her time. Thus findings refuted the stereotype of an administrator as planner, organizer, and coordinator. (Author/LD)

ED 182 844 EA 012 478

*Stuart, Hardwick, Jr.*

**South Carolina Teachers and the Law. A Handbook for School Personnel, Board Members, Parents, and Students.**

Pub Date-79
Note-172p.
Available from-The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, IL 61832 ($6.95; educational discounts).
Pub Type- Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-Codes of Ethics, Court Cases, *Discipline, *Due Process, Elementary Secondary Education, Fringe Benefits, Legal Responsibility, Legislation, Students, *Teacher Certification, *Teacher Dismissal, Teacher Responsibility, *Teachers, *Torts
Identifiers-*South Carolina

This book examines legal areas of concern to South Carolina teachers, including tort liability, professional and employment status, teacher termination, and student discipline. Also included is an extensive appendix of information pertinent to school districts in South Carolina. (Author/LD)

ED 182 999 FL 010 929

*Wolfram, Walt And Others*

**Reading and Dialect Differences. Dialects and Educational Equity.**

Center for Applied Linguistics, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0057
Note-26p.; For related documents, see FL 010 928-932
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($2.50)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MFC1/PC02 Plus Postage.**
Descriptors-American English, *Dialects, Elementary Secondary Education, *Language Attitudes, Language Patterns, Language Skills, Language Usage, *Language Variation, *Nonstandard Dialects, *Reading, Reading Comprehension, Reading Development, Reading Instruction, Reading Materials, Regional Dialects, Social Dialects, Sociolinguistics, Standardized Tests, Standard Spoken Usage, *Test Bias

The relationship between nonstandard dialects of English and the reading process is addressed in this booklet, designed for use by reading practitioners and other educators. The main questions are treated in connection with: (1) language difference and reading; (2) approaches to reading and dialect differences; (3) reading materials and dialect differences; and (4) reading tests and dialect differences. Some of the specific issues treated are: (1) the possibility of predicting reading problems; (2) the relationship between lack of proficiency in spoken language and difficulty in learning to read; (3) the problem of differences between the dialect of the student and that of the reading materials; (4) the connection between comprehension problems and effective methods; (5) the question of alternatives to conventional reading texts; (6) reading failure among nonstandard English speakers in connection with choice of reading materials; (7) detecting the cause of incorrect'' responses on standardized tests; and (8) the use of other testing techniques. A list of references is included. (Author/AMH)

ED 182 473 CE 023 984

**Dissemination and Use of Materials to Facilitate Locally Directed Evaluation of Commuqity College Agricultural Occupations Programs. Phase III, July 1, 1976 through June 30, 1980.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Nov 79
Note-72p.
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Agricultural Education, Check Lists, *Community Colleges, Educational Accountability, *Evaluation Criteria, Guidelines, *Program Evaluation, Program Planning, *Standards, *Vocational Agriculture
Identifiers-*Illinois

This evaluation guide is designed to assist local community college instructors, administrators, and other persons in the evaluation of their agricultural occupations program. The first of three sections provides an introduction and discusses (1) how standards benefit students, colleges, and the community; (2) how to prepare for a review of the local program; (3) how to conduct the review; and (4) how to develop a plan for upgrading the local program. Section 2 contains an example showing how to use the standards checklist for reviewing local programs. This section also provides lists of standards approved by Illinois community college instructors in agriculture. The final section includes the following field test reports: horticulture program Joliet Junior College; agricultural supply program Illinois Central College; agricultural mechanics program Lake Land College; and agricultural production program Lewis and Clark College. (LRA)

ED 182 493 CE 024 026

*Lewis, Morgan V., Ed.*
**Research and Development Needs of Vocational Education.**
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Contract-300-78-0032
Note-220p.; Information in some of the tables will not reproduce well due to small type
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Content Analysis, *Educational Development, Educational Legislation, *Educational Needs, *Educational Research, Information Needs, Literature Reviews, *Needs Assessment, *Research Needs, Research Utilization, *Vocational Education

Intended to provide information on applied research and development (R&D) priorities in vocational education and on the type of R&D required for each need, this report is divided into (1) an introduction to the problem and procedures, (2) a content analysis of selected documents, and (3) background papers for selected need areas. Chapter 1 discusses the problem of identifying the major needs facing vocational education, selecting those needs most amenable to R&D, and developing appropriate strategies. The procedures followed are described: content analysis of significant documents, verification with a panel of expert consultants, and the development of background papers from specialists in the needed areas selected for additional attention. Chapter 2 presents the results of that content analysis from which fifteen needs were identified. Each need is briefly defined and then documented by reference to relevant legislation and pertinent material from other sources. The eleven background papers in chapter 3 vary considerably in approach, depth, and degree to which they specify the kinds of R&D that should be directed to the needs. They raise important questions in five needs areas: coordination and articulation; curriculum content and instruction; data collection and evaluation; planning; and transition from school to work. (YLB)

ED 182 530 CE 024 099

*Basseches, Michael Hamilton, Stephen F.*

**The Impact of Participatory-Democratic Work Experience on Adolescent Development: A Methodological Report.**

Pub Date-Apr 80

Note-24p., Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adolescents, Cognitive Development, Cognitive Measurement, Control Groups, Decision Making, Democratic Values, Experimental Groups, *Individual Development, Interviews, Job Training, Measurement Techniques, *Participant Involvement, Research Design, *Research Methodology, Student Participation, *Work Experience

Identifiers-*Youth Conservation Corps

Objectives of a study of the impact of participatory-democratic work experience on adolescent development are (1) to explore the possibilities for facilitating adolescent development by promoting participatory-democratic work structure in Youth Conservation Corps (YCC) programs and to augment past research on YCC by monitoring the structure of work organization within standard YCC groups and evaluating the effects of participation in them using depth interviews and projective measures as well as an attitude measure. Applicants to the YCC program were assigned to treatment and control groups randomly and an intervention by investigators increased participants' opportunities to participate in decision making in one of the four crews, as confirmed by regular observations. Pre- and post-program administration of the Ego Development Scale, and the Psychosocial Maturity Inventory, and of an interview designed to assess the structure of thinking about work-related issues will allow assessment of whether adolescents in the YCC developed more than those not selected for the program and whether participants in the participatory-democratic work crew developed more than those in the other crews. If the evidence is suggestive investigators hope to conduct a study to confirm or disprove the hypotheses. (Focus in the paper is on use of an experimental design, development as an outcome, use of structural interviews,'' and participatory democracy as a key program feature.) (JT)

ED 182 549 CE 024 172

**Career Education Program for the Talented. Final Report.**
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--554AH70309
Pub Date-Feb 79
Grant-G0077C0107
Note-137p.; For related documents see ED 132 284, ED 138 786, and ED 177

778
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Aesthetic Education, Art Education, *Career Awareness, *Career Education, Creative Writing, Curriculum Development, Dance, Drama, Elementary Education, *Fine Arts, Junior High Schools, *Learning Activities, Media Technology, Music, Occupational Information, Parent Participation, Pilot Projects, *Program Development, Program Evaluation, Surveys, *Talented Students, Workshops
Identifiers-Education Amendments 1974

Two hundred and fifty talented children in grades 4-9 from suburban school districts in Allegheny County, Pennsylvania, participated in the pilot program, Career Education Program for the Talented (CEPT). Practicing professional artists discussed their careers at monthly Saturday workshops which focused on the incorporation of the arts (music, art, creative writing, dance, drama, and media) into work situations (advertising, entertainment, education, business and law, government, psychology and mental health, religion and science, and commuqications). After the professionals demonstrated materials and techniques used in their jobs, students put this information into practice in follow-up activities. Other program activities involved a coordinator evaluation of the presentations, parent participation and survey, development and evaluation of a curriculum packet (available separately as ED 177 778) and curriculum information packet for student orientation, pre- and post-testing of student career knowledge, student evaluation of the workshops, and development and administration of a student career awareness checklist. (Appendixes, amounting to over one-half of the report, include the forms and results of the following: coordinators' logs, parent questionnaire, career knowledge survey, career information packet, career awareness checklist, and demographic questionnaire. The career information packet is also provided.) (YLB)

ED 182 591 CE 024 276

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-6, Pre-Stressed Concrete Materials, Fabrication and Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-35p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Construction Management, Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Records (Forms), Teaching Guides, *Technical Education

Identifiers-Cement Construction, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of six modules for a course titled Civil/Structural Inspection describes inspection activities associated with pre-stressed concrete such as reviewing material certifications and test reports, inspecting construction operations, performing materials testing, and preparing records and reports of inspection and testing activities. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 796 CS 502 822

*Foss, Sonja K.*

**Sex Roles and Communication: Instructional Strategies.**

Pub Date-Feb 80

Note-17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Communication Skills, *Course Content, Course Descriptions, *Curriculum Development, Curriculum Planning, Higher Education, Resource Materials, *Sex Role, *Sex Stereotypes, *Speech Communication

Sources specifically designed for use in teaching a course on sex roles and communication have been compiled to provide suggested materials, class exercises, and assignments for units on awareness, assessment, and action. The awareness exercises are designed to give students insights into the ways in which sex-role identity affects self-concepts, expectations, attitudes, and behaviors. The unit on assessment contains exercises in which students explore the vehicles of sex-role stereotyping in society, such as language, nonverbal communication, and the media, and how these vehicles influence individual expectations and behaviors. In the action unit, students examine the effects of sex-role stereotyping in their own lives, noting discrepancies between how things are and how things might be. The students also are asked to develop plans of action for making changes in their own behaviors. Although the action unit that is offered focuses on making changes in behaviors that occur in relationships with the opposite sex, the unit also may focus on developing commuqication skills that may not have developed in either men or women becuase of sex-role stereotyping skills such as assertiveness, the expression of emotions, and self-disclosure. (RL)

ED 182 869 EA 012 511

*Gonder, Peggy Odell*

**How Schools Can Save $$. Problems and Solutions. AASA Critical Issues Report.**

American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.

Pub Date-80

Note-80p.; Not available in paper copy due to color of ink in parts of original document

Available from-AASA, 1801 North Moore St., Arlington, VA 22209 (Stock No. 021-00333; $9.95 prepaid; quantity discounts)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Budgeting, Case Studies (Education), *Collective Bargaining, *Energy Conservation, National Surveys, Program Descriptions, *Reduction in Force, School Districts, Teacher Attendance, Teacher Retirement

This guide discusses the results of a national survey of school administrators who were asked to rank from a list of 13 problems the top problems facing their schools today. Their responses, which are discussed in this report, include how to cut costs in areas like salaries, fringe benefits, and energy; how to better manage their schools and set priorities; and how to maintain quality and effectiveness. Included are various case studies and step-by-step procedures for reducing school costs. (Author/LD)

ED 182 911 EC 123 084

*Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Rounding Numbers.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007503411
Note-56p.; Best available copy, parts may be marginally legible due to color and/or poor print in original; For project final report, other teaching manuels, and tests, see EC 123 081-091
Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods
Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students how to round off numbers. In addition to detailed teaching instructions and accompanying tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 12.0: Training/Materials and Media. Competencies 12.1 through 12.2.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Apr 74
Grant-OEG-0-71-3675(603)
Note-251p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrator Education, Behavioral Objectives, Consultants, *Curriculum Development, Evaluation Criteria, Evaluation Methods, *Gifted, *Handicapped Children, *Instructional Materials, *Instructional Media, *Media Selection, Performance Based Teacher Education, Teaching Guides

Part 12 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on training teachers and administrators in the selection of materials and media. Two competencies are considered: (1) that a curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media, and (2) that a curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the two competencies. (PHR)

ED 182 954 EC 123 232

# Training to Facilitate the Education of the Severely Handicapped. Final Report.

National Association for Retarded Citizens, Arlington, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 79
Grant-G007501215; G007804657
Grant-G007501215; G007804657
Note-245p.; Best copy available. For related document (Appendix C) see ED 165 370
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Non-Print Media (100)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*Custodial Mentally Handicapped, Demonstration Projects, Early Childhood Education, Elementary Secondary Education, *Inservice Education, *Inservice Teacher Education, Paraprofessional Personnel, *Parent Education, *Parent Participation, *Parent School Relationship, Program Descriptions

The document presents the final report of a training program to facilitate sound working relationships among parents, paraprofessionals, and educators in the education of severely and profoundly retarded children. Three program phases are outlined: Phase I development of written and audiovisual training materials pertaining to existing teaching methods, appropriate assessment techniques, curriculum content, performance monitoring, and effective strategies for implementing coordinated home-school education programs; Phase II implementation of a nationwide training program utilizing the materials developed during the preceding phase; and Phase III provision of individualized training via the project staff to trainees at the state and local levels to assist them in adapting the training module for use with special groups of parents, paraprofessionals and educators, and evaluation of the summative impact of the project. Descriptions of completed and future training activities and the evaluation data collected to assess the impact of the program are presented and discussed. Appendixes, which make up the bulk of the document, include the following: a list of the national advisory committee, a detailed outline of the books titled Right to Education Where Are We and How Did We Get Here?''' The Public School Administration, Organization, and Financing,'' Educational Programing in the Public Schools General Considerations,'' The Public School Daily Programing in the Classroom,'' and Parent/Professional Partnership How to Make it Work;'' a copy of the Parent/Professional Partnership training workshop manual; and sample forms for selecting and implementing parent/professional project training programs. (SBH)

ED 182 569 CE 024 254

*Selleck, Ben Espy, John*

**Nuclear Technology. Course 27: Metrology. Module 27-2, Fixed Gages, Dividers, Calipers, and Micrometers.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-73p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Course Content, Energy, Learning Activities, Learning Modules, Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Micrometers, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This second in a series of eight modules for a course titled Metrology dscribes fixed gages, dividers, calipers, vernier and dial calipers, and micrometers. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 613 CE 024 298

*Espy, John Selleck, Ben*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) Techniques II. Module 32-6, Operation of Eddy Current Test Equipment.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-38p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Equipment Utilization, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests

Identifiers-Eddy Currents, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Oxyacetylene Welding, *Nuclear Power Plant Technicians, Shielded Metal Arc Welding

This sixth in a series of six modules for a course titled Nondestructive Examination (NDE) Techniques II details eddy current examination of steam generator tubing. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

CG

ED 182 683 CS 005 221

*Whited, F. Moroney*

**Survey of Graduates of Master of Science in Education: Reading Teacher Program, SUNY College at Brockport, Spring 1979.**

Pub Date-79

Note-25p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Graduate Surveys, Higher Education, Inservice Teacher Education, Masters Degrees, Questionnaires, *Reading Instruction, *Reading Research, *Teacher Education, *Teacher Programs, *Teacher Role

A study of 70 graduates of the Master of Science in Education: Reading Teacher Program at the State University of New York College at Brockport was conducted to seek information relevant to the program and to the professional careers of its graduates. It was fouqd that graduates held strong leadership positions as evidenced by their professional roles, certification, inservice activities, and participation in professional organizations; that they were applying knowledge from their master's theses; that they had considerable interest in post-master's education; and that the unique emphases of Brockport's reading program upon research methodology, inservice presentations, the cloze procedure, and miscue analysis were used to a high degree by the graduates. (The questionnaire is included.) (TJ)

ED 182 705 CS 005 259

*Asplund, Betsy B. Sunal, Cynthia S.*

**The Effectiveness of the Language Experience Approach as a Supplement to a Basal Reader Program.**

Pub Date- 76

Note-19p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Beginning Reading, Grade 2, *Language Experience Approach, Primary Education, Reading Instruction, *Reading Research, *Sight Vocabulary, Teaching Methods, *Vocabulary Development, *Word Recognition

Identifiers-*Basal Reading

Ten second grade students in a slow reading group were studied to compare the effects of basal and language experience instruction on word recognition skills. For four weeks, all the students received 90 minutes of basal instruction each morning. During the afternoon sessions, the five language experience students dictated and read stories related to the theme of the basal lesson, while the five remaining students continued to use only the basal instructional materials. Both groups were pre and posttested on 180 words in isolation. The data showed that the language experience group achieved 10% greater sight vocabulary than the basal group. Only 20% of the basal group exceeded the combined mean gain in word recognition for both groups (20.8), while 80% of the language experience group exceeded the mean. It appears that the language experience activities stimulated the children to use difficult words in the familiar, meaningful context of their own oral language, reinforcing the basal lessons. The language experience group also had the opportunity to interact with older partners (third grade students) during their afternoon sessions, an individualized approach to reading that resulted in more interest in reading. (RL)

ED 182 727 CS 005 289

*Duchastel, Philippe C.*

**Retention of Prose Following Testing with Different Types of Test.**

Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Prose, *Reading Research, *Recall (Psychological), *Retention, Secondary Education, Testing, *Tests, *Test Wiseness

Fifty-seven secondary school students were involved in a study that examined the effects of three types of initial tests on later retention: a short answer test, a multiple choice test, and a full free recall test. Questions on the first two of these tests covered only half of the passage contents. The subjects studied a brief history text before taking one of the initial tests. Later retention was compared for both initially tested content and untested content with that of a control group not initially tested on the passage. All were given retention tests two weeks later. The classical testing effect (enhanced retention due to initial testing) was shown to be influenced by the type of initial test used. Thus, a testing effect was evident in the case of the initial short answer test, but not in the case of either of the other two tests. The testing effect was found not to generalize to untested content, and in one condition (the initial multiple choice test), retention of untested content was depressed. (Author/FL)

ED 182 749 CS 205 399

**Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1979 (Vol. 40 Nos. 1 through 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-79

Note-15p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Annotated Bibliographies, Case Studies, *Child Language, Communication Skills, Comprehension, *Doctoral Theses, Elementary Secondary Education, *Language Development, Language Processing, *Language Research, *Language Usage, *Preschool Children, Primary Education, Speech Skills, Syntax

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with the following topics: the role of crib talk in language acquisition; syntactic parsing strategies; a case study of the first use of words; how two modes of literature presentation affect oral language development; children's cognition and acquisition of selected syntactic structures; language use in constructing/testing social scientific theories; the functions of language in discussions; visual literacy as a factor in language development; form and function as a basis for referential development in children; discriminating synthetic speech sounds; assessing secondary school students' knowledge of prefixes; language within power relationships; a flexible child-talk code; developing spatial and syntactic transformations; the acquisition of five syntactic structures by elementary school children; the developmental relationship between comprehension and production of grammatical morphemes in preschool children; how preschool children sequence narrative events; classifying preschool children's uses of meaningful language on selected conceptual tasks; maternal self-repetition and child feedback; and the mastery of specific conjunctions by elementary school children. (RL)

ED 182 845 EA 012 479

*Livingstone, D. W. Hart, D. J.*

**Public Attitudes Toward Education in Ontario, 1979. Second OISE Survey. Informal Series/15.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date-80
Note-46p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1VC ($2.50)
Pub Type- Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors-*Community Attitudes, Community Involvement, *Curriculum, Declining Enrollment, *Educational Finance, Elementary Secondary Education, Employment Opportunities, Foreign Countries, Questionnaires, *School Organization, School Surveys
Identifiers-*Ontario (Toronto)

The purpose of this annual survey is to provide basic, ongoing profiles of the educational concerns on Ontarians. The 1979 survey involved a representative sample of 1,084 adults, 18 years of age and over, who were interviewed in their homes across Ontario, as well as a special sample of corporate executives (148 respondents), who replied to a mail questionnaire during the same period. Findings for each of the major educational policy areas covered by the survey are discussed in chapter 2. The issues include the relation of education to other public priorities; overall assessments of educational services; curricular goals; school organization; relations between school and work; educational financing; politics of education; and declining enrollments. The report concludes that a growing dissatisfaction with educational services in Ontario has led to an increasing priority for improving those services. (Author/LD)

ED 182 455 CE 023 889

*McCage, Ronald D.*

**Managing Program Improvement: One State's Approach. Executive Summary. Information Series No. 192.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498NH90003

Pub Date-80

Contract-300-78-0032

Note-16p.; For a related document see CE 023 890

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.80).

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational Development, Educational Legislation, *Educational Research, Governance, Guidelines, Models, Program Improvement, Program Planning, *Research Coordinating Units, Research Design, *Statewide Planning, *Vocational Education

Identifiers-*Illinois

This executive summary highlights key elements of a paper produced by the National Center for Research in Vocational Education for persons interested in maximizing benefits from research and development in vocational education. This summary describes the legislative backgrouqd, conceptual model, essential framework, and operational guidelines for a state-managed vocational education program improvement system. One state, Illinois, is used to illustrate the program improvement function through the research coordinating unit. The concepts in the paper may take various forms of relationships and procedures within a particular state governance structure, but the concepts of priority development, research and planning, development and testing, and diffusion/implementation are considered essential to a comprehensive program improvement framework. (Author/BM)

ED 182 512 CE 024 054

*Matkin, Gary W.*

**A Survey of Certain Characteristics of Enrollees in Courses Offered by University Extension, University of California, Berkeley, in the Fall, 1976 Term.**

Pub Date-15 Mar 79
Note-52p.; Appendix II and some pages in the text will not reproduce well due to light and broken type
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Education, *Adult Students, Comparative Analysis, Data Analysis, Demography, *Educational Research, Extension Education, Factor Analysis, *Participant Satisfaction, Postsecondary Education, *Questionnaires, Student Attitudes, *Student Characteristics, Student Opinion, Surveys, *University Extension
Identifiers-University of California Berkeley

After an examination of the macro'' research approach, which deals with a population of adults, and the micro'' approach, which begins with a population of adult students, the micro approach was selected to provide reliable statistical data regarding certain characteristics of University Extension, University of California, Berkeley, students. A sample of 200 enrollees was selected to be interviewed by telephone. The survey instrument was a two-part questionnaire developed by the project and designed (1) to gather personal data about the student, and (2) to discover what the student liked or disliked about the course in which he enrolled and his relationship to, and degree of satisfaction with, University Extension. Data analyzed by the Statistical Package for the Social Sciences were also subjected to other tests: the Pearson Correlation Coefficient, crosstabulation, and factor analysis. Results were then compared with a contemporary macro study conducted in California to determine which segment of the need for postsecondary education that University Extension was successfully meeting. A secondary purpose of correlating degree of student satisfaction with service provided by Extension with demographic characteristics was frustrated by skewed results from satisfaction measures. (The student questionnaire and codebook are appended.) (YLB)

ED 182 662 CG 014 165

*Holliday, Bertha Garrett*

**Collaboration Between Child Mental Health Services and Public Schools.**

Pub Date-79

Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Children, *Community Health Services, Elementary Secondary Education, Intervention, Literature, *Mental Health Clinics, Mental Health Programs, Models, *Public Schools, *School Community Relationship, *Student Needs

Identifiers-*Agency Cooperation

Issues are presented which concern today's children, even those growing up under the best of environmental, social, and economic conditions. All will face an increased probability of emotional stress accompanying problems of living, undoubtedly resulting in increased demands upon child mental health services. The history of child mental health services and delivery systems, the collaboration between community mental health clinics (CMHC's) and public schools at various levels of intervention (individual and group), and problems facing CMHC's and schools in the area of mental health services are reviewed. Three prototypic models for delivery of CMHC child mental health services through collaboration with public schools are described in detail, including a school-based model, an adaptively-based model, and a clinic-based model. (Author/HLM)

ED 182 771 CS 205 439

*Ortony, Andrew, Ed.*
**Metaphor and Thought.**
Pub Date-27 Sep 79
Note-501p.
Available from-Cambridge University Press, 32 East 57th St., New York, NY 10022 ($39.50 cloth, $12.95 paper)
Pub Type- Collected Works - General (020) - Information Analyses (070) - Opinion Papers (120)
**Document Not Available from EDRS.**
Descriptors-*Cognitive Processes, *Communication (Thought Transfer), English Instruction, *Figurative Language, *Language Development, Linguistics, Literary Analysis, *Metaphors, Philosophy, Psychology, Theories

In the essays contained in this volume, philosophers, psychologists, linguists, and educators raise questions about the viability of the traditional distinction between the literal and the metaphorical. The essays reflect important parallel developments in the fields represented but also illustrate a convergence of approaches to a common problem by different disciplines. Among the topics covered in the 21 essays are the following: metaphor as a multidimensional problem; figurative speech and linguistics; the semantics of metaphor; problems with the notion of literal meanings; the pragmatics of metaphor; psychological processes in the comprehension of metaphor; novel metaphors; the role of similarity in similes and metaphors; images and models, similes and metaphors; generative metaphor; metaphor, induction, and social policy; metaphor and theory change; metaphor in science; metaphorical imprecision and the top-down'' research strategy; metaphor and learning; learning without metaphor; and educational uses of metaphor. (FL)

ED 182 821 EA 012 421

*Odden, Allan And Others*

**Equity in School Finance. Report No. F79-9.**

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Spencer Fouqdation, Chicago, Ill.
Pub Date-Oct 79
Contract-400-76-0039
Note-91p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Children, *Educational Finance, Elementary Secondary Education, *Equal Education, *Measurement Techniques, *Models, Property Taxes, School Taxes, Statistical Analysis, Statistical Studies, *Tax Effort

This booklet outlines a framework for defining and measuring equity in state school finance and tax structures. The framework focuses on two groups: children, who receive educational services, and taxpayers, who pay for those services. Discussed are the different measures of equity for children and taxpayers, the values inherent in those measures, and their statistical properties. Also discussed are the status of equalization among the 50 states and the impacts of special adjustments. An extensive appendix explains formulas used and offers a state-by-state equity analysis. The booklet is useful for presenting a framework for sorting out the many policy goals for state school finance structures, for developing a set of terms that can lead to a common financial language, and for measuring the degree of equity in the 50 state school finance and tax structures. (Author/LD)

ED 182 891 EC 122 983

*Higgins, Marian*

**The Illinois Autism Study.**

Illinois State Office of Education, Springfield. Dept. of Specialized Education Services.

Pub Date-Jul 79

Note-129p.; Prepared with the Governor's Planning Couqcil on Developmental Disabilities

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Autism, Conceptual Schemes, *Delivery Systems, Early Childhood Education, *Educational Legislation, Educational Programs, Elementary Secondary Education, Exceptional Child Services, *Models, Prevention, Program Budgeting, Program Evaluation, Residential Programs, *State Programs, *State Surveys

Identifiers-*Illinois

The document describes a study on autism in Illinois designed to review relevant legislation, conduct on site visits to a number of programs, collect information about prevalence rates, describe the existing system, identify service deficits and gaps, develop a model comprehensive continuum of services from conception through adulthood, and formulate a statement of actions necessary to implement the model. Chapters address the following topics (sample subtopics in parentheses): description of the population (historical overview, current theory on diagnosis and etiology, Illinois population, prevalence rates); current service system (characteristics of the system, the Department of Mental Health/Developmental Disabilities, the public education system, joint responsibilities); proposed continuum of services; prevention; preschool education (early identification, content of educational intervention, range of programs); education of the school age child (physical settings, educational programs and philosophy, personnel, teacher preparation, costs, staff ratio considerations and characteristics, assessment and curricula planning resources, parent involvement and counseling); residential programs; and the autism service center concept. Additional chapters cover a sample budget for providing a psychoeducational program for five autistic children, a summary of the autism study findings, a summary of Title XX provisions, a chart with legislative information, a copy of the autism bill of rights, and a list of references. (SBH)

ED 182 979 FL 010 496

*Russell, William J., Ed.*

**Topics in Discourse: Report of the Annual Meeting of the Discourse Linguistics Special Interest Group of the American Educational Research Association (2nd, April 4-8, 1977). Professional Paper 40.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Nov 78
Contract-NE-C-00-3-0064
Note-85p.
Pub Type- Opinion Papers (120) - Reports - Research (143) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Artificial Intelligence, Case (Grammar), Child Language, Cognitive Processes, *Connected Discourse, *Discourse Analysis, Elementary School Students, *Language Development, *Language Processing, Language Research, Language Universals, *Linguistic Theory, Psycholinguistics, *Semantics, Spanish Speaking
Identifiers-*Time Expressions

Four conference papers on discourse are included. In How Context Contributes to the Interpretation of Temporal Expressions,'' Carlota S. Smith provides a summary analysis of the temporal interpretation of English sentences. Many sentences are shown to be semantically incomplete; it is argued that information from neighboring sentences is used to compelete their interpretation. Discourse Structure from an Artificial Intelligence Point of View'' by Steven Rosenberg presents an overview of a theory of discourse structure that relies on a set of cues to provide links between sentences of the discourse. The frequency with which these cues are found in newspaper articles is examined. In answering the question, Can Rules Be Devised to Make Implicit Inter-sentence Case Relationships Explicit?'' Patrick J. Finn proposes models in which language cognition is in part a process of assigning values to variables that correspond to universal, innate concepts that identify certain types of judgments. It is hypothesized that inferences arise from commonality of features of given and missing case values. Finally, in Discourse Processes in Elementary School Children,'' William J. Russell and David Snow report on a study of the development of pronominalization in the speech of native English and Spanish speaking elementary school children. (JB)

ED 182 638 CG 014 127

*Mann, Leon Hin, Tan Sik*

**A Test of the Janis and Mann Conflict Theory of Decision Making.**

Pub Date-Sep 79

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Behavior Patterns, College Students, *Conflict Resolution, *Coping, *Decision Making, Foreign Countries, *Information Processing, *Reactive Behavior, Stress Variables, Time Perspective

Identifiers-*Australia (South Australia)

The conflict theory of decision making was examined by testing a conflict model which differentiated among three basic coping patterns in response to decisional conflict, i.e., defensive avoidance, panic, and vigilance. Male college students (N 53) were administered two decisional problems, The Changing Work Procedures Case'' and David's Problem.'' The conditions under which subjects made their decisions were varied to create one of the three coping patterns. Results indicated that the vigilance group showed superior information processing to panic subjects, but were no different from defensive avoidance subjects. Subjects in the vigilance group produced better quality decisions than those in the other two groups. (Author)

ED 182 418 CE 023 222

*Schiefelbein, Ernesto*

**Education and Employment in Latin America. Report Studies S.67.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Jun 79

Note-44p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cultural Context, *Developing Nations, *Educational Development, Educational Needs, *Education Work Relationship, Employment Level, Income, Socioeconomic Influences, Unemployment

Identifiers-*Latin America

With focus on the similarities rather than the differences among Latin American countries, the interrelationships of education and employment are analyzed to draw implications for educational policy and planning. Emphasis is on the need to take into account the socio-political and cultural constraints operating in the Latin American context as different from the developed world. Description of the present situation covers relationships between educational level and occupational level, income, and unemployment. Tables present data from different countries and cities, in some cases by age and sex. As guidelines for improvement strategies, several historical trends are discussed: expansion of labor markets and educational levels, employment and educational imbalances, productivity, technological change, labor mobility, and community development. Options for future development, in terms of adjustment to actual educational policies, are examined under three headings: matching education, training, and the needs of the informal sector; matching formal education and employment in the formal sector; and education and training for the rural areas. References to research studies are documented throughout the paper and a brief abstract in French is included. (JT)

ED 182 436                                                                 CE 023 743

*Lillo, Robert E. Soffiotto, Nicholas S.*

**Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level I (9 Week).**

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date-Oct 79

Note-360p.; For related documents see CE 023 744-746. Best copy available.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-Course Content, Curriculum Guides, *Electricity, *Electronics, Energy, *Industrial Arts, *Industrial Education, Learning Activities, Learning Modules, Natural Resources, Safety, Secondary Education, Teaching Guides, Tests, Units of Study

Identifiers-California

Designed for students in grades 7 and 8, this electricity/electronics curriculum guide contains instructional modules for ten units of instruction (nine-week class): (1) orientation; (2) understanding electricity; (3) safety; (4) methods to generate electricity; (5) wiring tools and wire; (6) soldering; (7) magnetism and electromagnetism; (8) circuits, symbols, and component identification; (9) resistors and identification systems; and (10) available sources of the Earth's energy. Each instructional module is divded into two sections. The first section of each module is an instructor's guide providing a lesson plan overview of the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activities and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA)

**Program Improvement: A Composite of the Nineteen Site Reviews. A Study to Evaluate the Nineteen Career Guidance Centers within Illinois. Evaluation Report.**

Educational Operations Concepts, Inc., St. Paul, Minn.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Contract-RDI-A9-257
Note-50p.; For a related report see CE 023 986
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Career Education, Community Resources, Counseling Services, *Guidance Centers, Guidance Counseling, Guidance Services, Interviews, *Occupational Guidance, Personnel Evaluation, Profile Evaluation, Program Administration, Program Development, *Program Evaluation, *Program Improvement, Program Planning, Staff Improvement, *State Programs, Statewide Planning, Technical Assistance, *Vocational Counseling
Identifiers-*Illinois

To improve vocational guidance and counseling programs and services in Illinois, nineteen site review teams analyzed the Career Guidance Center (CGC) programs and services offered to public and private educational and community-based agencies. (This evaluation was conducted as part of a larger study descrbed in CE 023 986.) The two major procedures used by the site review teams were (1) a review of documentation and other data (including the Career Guidance Center Profiles and locally-directed evaluation results) generated by the CGCs and (2) on-site structured interviews. Individuals interviewed voiced similar views in terms of strengths and areas for suggested improvement. Conclusions drawn from this information were consequently based on a substantial agreement among the interviewees. The recommendations for improvement of the centers were based on the conclusions. Conclusions, recommendations, and suggested improvements were categorized according to five program components identified as essential to the sources of success of CGCs: planning and evaluation, program management, vocational guidance and couqseling programs and services, personnel, and community resources. In addition, recommendations were rated as being priority, higher priority, or highest priority item. (YLB)

ED 182 592 CE 024 277

*Wasil, Ed Espy, John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-1, Pump Inspection.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-47p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Pumps

This first in a series of eight modules for a course titled Mechanical Inspection describes the type of pumps used in nuclear power plant systems, the basic operating principles of each type, and the inspection activities performed by the quality assurance/quality control technician. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 684 CS 005 224

*Irwin, Judith Westphal*

**Text Structure and Comprehension: New Directions for Readability.**

Pub Date-79

Note-20p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Discourse Analysis, Literature Reviews, Organization, *Readability, *Reading Ability, *Reading Comprehension, *Reading Processes, Reading Research, *Retention, *Structural Analysis

Identifiers-*Schemata

Recent research in text structure and comprehension has several important implications for readability theory and practice. First, text-level factors such as coherence and organization must be considered along with word-level and sentence-level factors when evaluating the readability of a specific set of materials or when attempting to construct parallel experimental passages of equal difficulty. Second, it is clear that a single-minded application of any factor to all ages and ability levels is likely to be ineffective, because such things as the ability to select the main idea and the ability to make intersentential inferences develop during the school years. Third, the formula approach must be modified; for it is clear that such easily measurable factors as sentence length and number of syllables are not necessary determinants of comprehensibility. Moreover, these formulas provide teachers with little useful information about what can be done to increase student comprehension and retention. Finally, it must be noted that text structure alone cannot determine readability. All considerations of readability must also include reader-related factors such as prior knowledge, attitude, and motivation. (RL)

ED 182 797 CS 502 824

*Berry, Elizabeth*

**Communication and the Sexes: Instructional Strategies; A Rhetorical Perspective.**

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Course Descriptions, *Females, Higher Education, *Language Styles, Rhetoric, *Rhetorical Criticism, Sex Role, *Speech, Speech Communication, *Womens Studies

The speech communication department at California State University, Northridge, offers a course entitled, Rhetoric of Women,'' that combines a traditional rhetorical criticism approach with recent women's studies research. The course is organized topically, moving from the general to a more specific examination of variables that operate in the rhetorical situation. Students begin by examining a sample analysis of Barbara Jordan's speech to the Judiciary Committee of the United States House of Representatives. Additionally they read analysis of other women's speeches. Sex roles and sex role stereotypes serve as a basis for understanding audience expectations of women speakers. The next units concern rhetoric from a feminist perspective and three aspects of the rhetorical act: credibility, language, and nonverbal communication. The units that follow focus on women's use of language and its effect on women and women's nonverbal behavior. By the end of the course, students have read materials from a number of sources and disciplines and are able to synthesize the research about women as it relates to women speakers. They have also viewed and criticized videotapes of women speakers. (MKM)

ED 182 870 EA 012 513

**Equipment Guide for On-Site School Kitchens.**

Department of Agriculture, Washington, D.C.
Pub Date-79
Note-166p.; Prepared by the Child Nutrition Division
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Breakfast Programs, Elementary Secondary Education, *Equipment, *Equipment Standards, *Facility Planning, *Facility Requirements, *Food Handling Facilities, Food Service, Lunch Programs

This guide is designed to assist personnel concerned with the planning of new school food service facilities or with equipping existing facilities. It indicates the minimum quantity of equipment to efficiently operate a school food service. The publication specifies the type, size, and quantity of equipment required for various size school food service operations, ranging from 100 to 1,500 Type A lunches per day in nonresidential schools. In addition, it identifies the facilities required at the work station, lists the desirable equipment features and space requirements, and, where necessary, includes representative type layouts of individual equipment. (Author/MLF)

ED 182 912 EC 123 085

*Kingston, Neldon*

**Initial Learning in Mainstreaming Project: The Carrying Process (Regrouping).**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Grant-G007503411

Note-48p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Addition, Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students the carrying process (regrouping) for addition. In addition to detailed teaching instructions and text of tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

ED 182 932 EC 123 148

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 13.0: Advising/Curriculum. Competencies 13.1 through 13.4.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Dec 73
Grant-OEG-0-71-3675(603)
Note-283p.; Special Education Curriculum Training Center Special Project; Print is poor in parts; For related documents; see EC 123 136-147, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, Consultants, *Curriculum Problems, Evaluation Criteria, *Gifted, *Handicapped Children, Instructional Materials, Performance Based Teacher Education, *Problem Solving, *Resource Staff Role, *School Personnel, Teaching Guides

Part 13 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the advisory role of the consultant. Four comptencies are considered: (1) that a curriculum consultant should be capable of functioning in an advisory role; (2) that a curriculum consultant should be capable of establishing him/herself as an obvious resource to personnel encountering problems related to curriculum for exceptional children; (3) that a curriculum consultant should be capable of analyzing curriculum related problems and determing the possible consequences of the problems, personnel affected, and personnel having responsibilities for receiving the problem; and (4) that a curriculum consultant should be capable of developing a plan of action for resolving curriculum problems. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the four competencies. (PHR)

*Wolfram, Walt*

**Speech Pathology and Dialect Differences. Dialects and Educational Equity.**

Center for Applied Linguistics, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0057
Note-26p.; For related documents, see FL 010 928-932
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($2.50)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-American English, *Dialects, Elementary Secondary Education, Language Attitudes, Language Development, Language Patterns, Language Usage, *Language Variation, *Nonstandard Dialects, Regional Dialects, Remedial Instruction, Social Dialects, Sociolinguistics, *Speech Habits, *Speech Handicaps, Speech Improvement, *Speech Pathology, Speech Tests, Standard Spoken Usage

Discussions in speech and language pathology often contain references to language differences and the ways these differences compare with speech and language disorders. There is ongoing research on the regional varieties of English, and within the past decade, information on social and ethnic variation in language has been accumulating. Based on the research, some of the issues of interest to speech pathologists are addressed in this booklet: (1) how a clinician might deal with reference to a local dialect when there is no available description or summary of the main characteristics of the dialect; (2) the age level when dialect differences emerge in the speech of young children, and the similarities these differences bear to structures fouqd in certain stages of development of children speaking standard English; (3) the tendency of children who speak nonstandard varieties of English to score lower on tests of speech and language development than their standard English speaking counterparts, and the question of whether these children are learning their language at a slower rate than children who come from mainstream, standard English speaking communities; and (4) remediation strategies and dialect differences, including the question of the approach to therapy and treating dialect differences as if they were disorders. Lists of references are included. (Author/AMH)

*Mangano, R. Michael Kryszak, Sarah J.*

**Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials.**

Maryland Vocational Curriculum Research and Development Center, College Park.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-262p.; For related documents see CE 024 032-035
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Auto Mechanics (Occupation), Basic Skills, Bibliographic Citations, *Bilingual Students, Business Education, Career Education, Check Lists, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, *Educational Resources, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, *Instructional Materials, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Guides, *Resource Materials, *Vocational Education, Woodworking

This guide to vocational curriculum resources for bilingual students consists of instructional checklists for resources identified in the following areas: auto mechanics, basic math skills, basic reading skills, business education, career education, carpentry, custodial and maintenance, distributive education, electricity/electronics, engineering, food industries, health occupations, home economics/needle trades, life skills/consumer education, machine shop, safety, welding, and professional resources. Each checklist, follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) bilingual features, (4) instructional format, (5) non-print material format, (6) special features, (7) material readability, (8) illustrations, (9) print material format, (10) description, (11) comments, and (12) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)

ED 182 531 CE 024 100

*Hall, Burnis, Jr.*

**Career Education Inservice Training Workshops: Structure and Format, 1978-1979.**

Wayne State Univ., Detroit, Mich. Coll. of Education.

Pub Date-Sep 79

Note-156p.; Not available in paper copy due to light type and colored paper

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Career Education, *Curriculum Development, Educational Objectives, Elementary Secondary Education, *Fused Curriculum, *Inservice Education, Program Descriptions, Staff Improvement, Urban Schools, *Workshops

Identifiers-*Michigan (Detroit)

The Detroit Urban Career Education Project served two inner city regions with a combined student population of over 50,000. These regions were involved in a K-12 career education-oriented curriculum project designed to deliver an infused curriculum approach which was in harmony with the objectives of the Michigan Career Education Model. The project provided school staff with the knowledge, skills, and commitment necessary for infusing career development concepts into the curriculum. The initial inservice training for approximately 150 teachers, counselors, and administrators was held during the summer of 1978 and was designed to provide them with the knowledge and skills they would need to implement career education in their classrooms. During the 1978-79 school year, when the career education lessons and units were being implemented, approximately thirty weekly inservice workshops were conducted to help school staff continue development and refinement of the lessons and units. In all, approximately 300 teachers, couqselors, and administrators from fourteen elementary, middle, and high schools participated in the inservice training workshops. (This document includes a description of the program structure, workshop goals, and workshop objectives.) (Author/BM)

ED 182 570 . CE 024 255

*Selleck, Ben Espy, John*

**Nuclear Technology. Course 27: Metrology. Module 27-3, Gage Blocks, Mechanical Comparators and Electronic Comparators.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-69p.; Small, light type in figures may not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Course Content, Energy, Learning Activities, Learning Modules, Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This third in a series of eight modules for a course titled Metrology describes gage blocks and mechanical and electronic comparators. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 614 CG 014 099

*Powell, Douglas H.*

**Clinical Report: Helping Habitual Smokers Using Flooding and Hypnotic Desensitization Technique.**

Pub Date-7 Nov 79
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Behavior Change, Change Agents, *Desensitization, *Hypnosis, *Intervention, *Smoking
Identifiers-*Aversive Therapy, *Flooding (Psychology)

Most research in smoking cessation has shown no intervention clearly superior or successful. Of those who return to smoking after abstaining, a subgroup includes those who do so incrementally, eventually reaching their former level. An approach aimed at this subgroup, originally used in a group setting, involves intensifying the desire to smoke (flooding) and then using hypnosis to desensitize this impulse. The uqderlying

assumptions of the approach are that smoking is a habit requiring an act of will to change, and hypnosis can augment will power. In an individualized context, a group of 23 subjects were used to test this, specifically aiming at a subgroup of 7 who resumed smoking after briefly abstaining. A general hypnotic technique was used for the original subjects which included a follow-up home regimen of self-hypnosis. Seven individuals reported complete abstinence during follow-up. Seventeen reported a brief abstention only, and sought repeated treatment. The specific flooding and hypnotic and desensitization technique was used, again including a home regimen of self-hypnosis following the directed session. Of these seven, four individuals reported complete abstinence during the follow-up period. (Author/BMW)

ED 182 639 CG 014 128

*Ambury, George G.*

**The Correctional Education Project: A Descriptive Analytical Overview.**

Pub Date-6 Jun 79

Note-45p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Education, University of Saskatchewan (Saskatoon, Saskatchewan, Canada, June 6, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adult Education, *Correctional Education, Correctional Rehabilitation, Criminals, Critical Path Method, *Curriculum Design, *Educational Innovation, Foreign Countries, Prisoners, Program Descriptions, *Program Effectiveness, Program Evaluation, *School Responsibility, *Staff Utilization

Identifiers-*Canada

Both a description and an evaluation of the Correctional Education Project conducted by the Faculty of Education, Queen's University, in cooperation with the Correctional Service of Canada are provided. Components of the program described include the following: (1) the negotiation stage and early months of the contract; (2) functional aspects such as project management and curriculum content, design and evaluation; (3) problem areas; and (4) staffing patterns. The use of path analysis to identify the major variables influencing the progress of the project is presented in terms of teacher images, prisoner attitudes, variant platforms, institutional needs, conflicting conceptions of curriculum, and concepts of human systems and management styles. A bibliography and appendices stating the aims of correctional education and the steps used in program design are also provided. (Author/HLM)

ED 182 706 CS 005 260

*Trepanier, Mary L.*

**Insights into Learning Disabilities through the Piagetian Perspective.**

Pub Date-Feb 80
Note-15p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980)
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Science Research, *Educational Research, *Exceptional Child Education, *Learning Disabilities, *Research Methodology, *Research Needs
Identifiers-*Piaget (Jean)

Insights into learning disabilities can result from adopting the Piagetian perspective. Although significant contributions have been made by taking a psychometric view of learning disabilities, these contributions are limited because the psychometric view focuses on quantifiable differences in functioning, the end product of thinking, and the static aspects of development. The Piagetian perspective provides knowledge about the qualitative, individual changes in thinking; an integrated view of intelligence and development; a theoretical framework to describe and compare the course of development; and a method for examining the process of thinking in learning disabled children. (A list of references is attached.) (Author/RL)

ED 182 728 CS 005 290

*Snouffer, Nancy Kendall Thistlethwaite, Linda Lee*

**The Effects of the Structured Overview and Vocabulary Pre-Teaching upon Comprehension Levels of College Freshmen Reading Physical Science and History Materials.**

Pub Date-79

Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Advance Organizers, College Students, *Content Reading, Higher Education, *Learning Activities, *Reading Comprehension, *Reading Improvement, Reading Research, Retention, *Study Skills, Vocabulary Development

The effects of graphic preorganizers (structured overviews) and prereading vocabulary instruction upon literal (lower level) and inferential/evaluative (upper level) comprehension was studied, using six sections of college students enrolled in a developmental reading and study skills course. The class sections were randomly assigned to use either history or physical science content reading materials, with the sections randomly assigned to one of the three different treatments structured overview prereading activity, vocabulary prereading activity, and no prereading activity. Posttest analysis showed that the structured overview groups had significantly higher total comprehension than the vocabulary and control groups. The structured overview treatment also improved students' upper and lower level comprehension scores. The vocabulary activity seemed to be more important in the teaching of science than in the teaching of history, perhaps because science is based so largely upon mastery of terminology. Regardless of the difficulty of the material, the structured overview was clearly an effective teaching strategy. (RL)

ED 182 846 EA 012 480

**ERS Composite Indicator of Changes in Average Salaries and Wages Paid in Public Schools: Update 1979-80. ERS Research Memo.**

Educational Research Service, Arlington, Va.
Pub Date-80
Note-24p.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 ($12.00)
Pub Type- Reports - Research (143)
**Document Not Available from EDRS.**
Descriptors-*Administrative Personnel, Elementary Secondary Education, Measurement Instruments, Salaries, *School Personnel, School Systems, Statistical Studies, Tables (Data), *Teacher Salaries
Identifiers-*Composite Indicator of Changes, Consumer Price Index

This research memo presents the 1979-80 update of the Composite Indicator of Changes (CIC), a statistical measure for gauging and comparing changes in average salaries and wages paid to public school employees. The CIC offers a measure for analyzing salary trends in an individual school system and within groups of school systems, and with other economic indicators, such as the Consumer Price Index. The paper includes a worksheet and explanatory materials regarding the source of local CIC data, its computation, and suggested uses. (Author/LD)

ED 182 456 CE 023 890

*McCage, Ronald D.*

**Managing Program Improvement: One State's Approach; Technical Paper.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498NH90003

Pub Date-80

Contract-300-78-0032

Note-153p.; For a related document see CE 023 889

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Administration, *Educational Development, Educational Legislation, *Educational Research, Governance, Guidelines, Models, Program Improvement, *Research Coordinating Units, Research Design, *Statewide Planning, *Vocational Education

Identifiers-*Education Amendments 1976, *Illinois

Described in this paper is one state's approach to the development and operation of a Research Coordinating Unit (RCU), which is designed to orchestrate research and development activities in vocational education within a state. This approach, based on Illinois's model, depicts program improvement as a continuous process involving such activities as priority determination, research, product development and testing, diffusion, implementation, and impact assessment. The paper is divided into five sections. Section 1 defines a research coordinating unit, explains the purpose of this paper, reviews vocational education program legislation, discusses the influence of the Committee on Vocational Education Research and Development (COVERD) study, and summarizes the key provisions of Subpart 3, Title II of P.L. 94-482. Section 2 discusses the program improvement response from Illinois. Section 3 describes the elements of the research and development section of Illinois's RCU, including the conceptual model for operation, administrative structure, priority setting procedures, evaluation/impact/dissemination/reporting procedures, and university personnel development liaison linkages. Section 4 provides a framework for comprehensive program improvement based on key elements of the Illinois model, and section 5 contains the appendixes, including related forms and guidelines. (BM)

ED 182 513 CE 024 056

*Miller, Juliet V. Wargel, James F.*

**Developing State Agency Facility Plans: A Guide to Planning and Implementation. Michigan Studies in Rehabilitation Utilization Series: 4.**

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-79

Grant-15-P-59021/5

Note-111p.; Appendixes C and D will not reproduce well due to small and broken print

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Administrator Guides, *Facility Planning, Facility Requirements, *Facility Utilization Research, Federal Regulation, Guidelines, Master Plans, Models, Needs Assessment, State Programs, State Surveys, *Statewide Planning, *Vocational Rehabilitation

Intended for use in inservice training of vocational rehabilitation agency personnel, this facility planning guide is designed to (1) help state agencies understand the new facility planning requirements of the Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of 1978, (2) provide information about a six-step planning process which can be used to develop a state agency facility plan, and (3) suggest a possible outline for a written state agency facility plan. An introductory section provides an overview of the amendments which require state agencies to include plans for development and utilization of rehabilitation facilities in their state plans and program and financial plans. Each succeeding section is devoted to one step in the planning model which was developed during a short-term training seminar: (1) policy statement, (2) needs assessment, (3) resource assessment, (4) prioritized goals, (5) implementation plan, and (6) evaluation design. A sample outline for organizing written plans is included along with four appendixes: comprehensive list of service needs, consideration of similar benefits checklist, similar benefits directory, and the Ohio Rehabilitation Services Commission Survey of Rehabilitation Facilities (a questionnaire). (PV)

ED 182 550 CE 024 178

*Bilger, Phyllis*

**A Plan for the Updating and Implementation of Performance-Based Vocational Education Material. Final Report.**

Indiana Univ.-Purdue Univ., Ft. Wayne, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-31 Dec 79
Note-808p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF05/PC33 Plus Postage.**
Descriptors-Competence, Curriculum Development, Curriculum Evaluation, *Health Occupations Education, *Job Skills, Material Development, *Medical Assistants, Medical Services, Occupational Information, Paramedical Occupations, *Performance Based Education, Program Development, Secondary Education, Skill Analysis, Skills, Student Evaluation, Surveys, Task Analysis, *Task Performance, *Test Construction
Identifiers-Domain Referenced Tests, Indiana, Medication Aides

This final report presents five products of a health occupations project conducted (1) to update health occupations data, (2) to field test a performance-based curriculum in secondary programs, and (3) to develop materials (domain-referenced tests) to predetermine student and/or job incumbent competencies prior to entrance into a developed vocational program or job title. The three shortest reports include a summary of the advisory committee, secondary students' field test for medication aide curriculum, and evaluator's report of the field test. A fourth report, the summary of job title survey and health occupations education cluster matrix, includes the original and revised Indiana Health Occupations Cluster matrices, survey materials, and survey data regarding five service areas: patient care, dental care, medical-clerical, veterinary, and public health. Approximately four-fifths of the report consists of the domain-referenced tests (DRTs) for the four domains of the medication aide curriculum: prepare oral medications, administer oral medications, apply and insert medications, and instill medications. Major DRT components include task analysis guides, content identification sheets, common subtasks, identified limits of all content, and sample DRTs. Listing of tasks are also provided for two additional domains: medical asepsis and cleaning and weighing and measuring a patient. (YLB)

ED 182 663 CG 014 167

*Harris, Charles S.*

**Aging and Alcohol Use: A Pilot Project.**

National Council on the Aging, Inc., Washington, D.C.

Pub Date-79

Note-14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Age, Alcoholic Beverages, *Behavior Patterns, *Drinking, Drug Abuse, *Individual Characteristics, *Older Adults, *Perception, Research Projects, *Social Factors

Normal drinking patterns in an older population were examined by posing a series of questions directed at identifying drinking norms and practices, the social context and changes in alcohol use over time, and the ways individuals perceive alcohol and drinking. Instruments (N 3) were constructed: a schedule for structured personal interviews with both employed and retired persons; a self-report questionnaire for employed persons; and a self-report questionnaire for retired persons. The instruments were administered to a sample of 187 older clerical and sales workers and retirees residing in New York City. Chi square and analysis of variance procedures revealed that age, income, sex, and health status were strongly associated with the frequency and context of alcohol use. (Author)

ED 182 750 CS 205 400

*Hansen, Desna Wallin*
**Why Teach Literature?**
Pub Date-Nov 79
Note-13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*English Instruction, Literature, *Literature Appreciation, *Literature Programs, Program Evaluation, *School Community Relationship, Secondary Education, *Social Values, Teacher Administrator Relationship

Literature, one of the fine arts requiring imagination both from the writer and from the reader, can be read for relaxation, for escape, or for its diversionary effect. Literature can be read also for stimulation, for challenge, or as an antidote to boredom and shallow thinking. Teachers of literature must convince three basic groups of the value of teaching literature in an age that views it as being irrelevant and a frill: students, administrators, and the community. Students can be convinced of the worth of literature if they see it as relevant to their lives and concerns. One way to build their interest is to build on students' interests using contemporary books on a theme such as heroism, masculinity, love, or courage and then explore more unfamiliar and more challenging literature on the same theme. Administrators can be convinced of the value of teaching literature by seeing a program that builds a favorable reputation for the school or the district. Many members of the community are demanding statistical validity as the justification for the existence of a program or a discipline as they call for minimum competency testing. Demonstrating the value of teaching literature as means of improving reading, comprehension, and writing skills can persuade community members to support the existence of a literature program. (TJ)

ED 182 772　　　　　　　　　　　　CS 205 444

*Mark, Sonia*

**The Magic of Motivation: Motivational Devices for Stimulating Young Writers.**

Panama Union School District, Bakersfield, Calif.

Pub Date-Feb 80

Note-37p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (22nd, Los Angeles, CA, February 15-17, 1980)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Composition (Literary), Elementary Secondary Education, *Learning Activities, *Student Motivation, Teaching Guides, Teaching Methods, *Writing Skills

This booklet contains ideas and prewriting exercises designed to motivate reluctant writers. The first section of the booklet provides suggestions for helping students become better acquainted so that they will be more receptive to peer evaluation of their work. The second section offers prewriting teaching techniques while the third section offers ideas for teaching some specific skills that are beneficial both in short, beginning exercises and in longer assignments. The fourth section provides a variety of ideas that have been used to motivate students in grades four through ten. The final section contains ideas for writing about holidays that were designed for use in grades four through six. Many of these ideas are tied to the use of bulletin boards as motivators, a technique that solves two problems motivation and sharing students' work. (FL)

ED 182 822 EA 012 422

*Sullivan, Cheryl Granade*

**Clinical Supervision: A State of the Art Review.**

Association for Supervision and Curriculum Development, Alexandria, Va.

Pub Date-80

Note-55p.

Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 ($3.75; quantity discounts; orders for $10 or less must be prepaid)

Pub Type- Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Bibliographies, Change Strategies, Educational History, Elementary Secondary Education, *Inservice Teacher Education, Instructional Improvement, *Literature Reviews, Models, Pamphlets, *Supervisory Methods, *Teacher Education, *Teacher Supervision

Identifiers-*Clinical Supervision

Clinical supervision is an inclass approach to instructional supervision that has as its goals improvement of instruction and teacher development. This paper includes the historical background of the development of clinical supervision, an exposition of the content, an examination of related research, an analysis of its strengths and weaknesses, and a discussion of implications for the future. (Author/MLF)

ED 182 871 EA 012 516

*Hess, Fritz And Others*
**Educational Vouchers: Current Perspectives.**
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-29 Feb 80
Note-19p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Educational History, *Education Vouchers, *Models, Public Schools
Identifiers-*Coons (John)

This paper presents an overview of the educational voucher system, starting with definitions and continuing with an historical overview up to the present day. Arguments against the use of vouchers are also examined. (Author/LD)

ED 182 892 EC 122 984

**Regulations of the Commissioner of Education. Subchapter P. Revised as of July 1, 1979.**

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.
Pub Date-Jul 79
Note-41p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Confidentiality, Definitions, Due Process, Educational Legislation, Educational Programs, Elementary Secondary Education, *Handicapped Children, *State Aid, *State Legislation, *State Programs, *State Standards, Student Placement
Identifiers-*New York

The document presents New York state regulations regarding services to handicapped children. Sections address the following areas: definitions; state aid to school districts for the education of students with handicaps; establishment of a committee on the handicapped; educational programs (special classes, resource programs, home and hospital instruction, individualized education programs); procedural due process; state aid to blind, deaf, and severely physically handicapped in certain state operated and state supported schools provided by Articles 85, 87, and 88 of the Education Law and Chapter 1060 of the Laws of 1974; state assistance for instruction to severely handicapped children in out of state facilities under the provisions of Section 4407 of the Education Law; approval of nonpublic schools located within the state under the provisions of Section 4402 of the Education Law; state aid for maintenance; state assistance for the instruction of handicapped students pursuant to Section 4406 of the Education Law; census of handicapped children; allowable tuition and maintenance rates; state assistance for the transportation of handicapped students pursuant to Section 4405 of the Education Law; confidentiality of personally identifiable data; annual financial statements; and admission to public schools of children residing in facilities of the Office of Mental Hygiene and the Office of Mental Retardation and Developmental Disabilities. (SBH)

ED 182 955 EC 123 252

*Goltz, Diane L. Behrmann, Michael M.*

**Getting the Buck to Stop Here: A Guide to Federal Resources for Special Needs.**

Council for Exceptional Children, Reston, Va.

Pub Date-79

Note-234p.

Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($19.95; member, $16.96; Publication No. 198)

Pub Type- Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administration, Ancillary Services, Career Education, Catalogs, Elementary Secondary Education, *Federal Aid, *Federal Programs, Financial Support, *Gifted, *Handicapped Children, Health Services, Inservice Education, Minority Groups, Professional Education, Research and Development Centers, Vocational Education

Intended for administrators, researchers, teachers, personnel trainers, and advocates whose major concern is the provision of services to exceptional children and youth, the manual provides information for identifying and accessing relevant sources of federal funding. Section I consists of matrixes divided into seven areas of interest: administration/governance; health/mental health/nutrition; minority; training; supplemental services; research and development; and career/vocational education. Information in the matrixes is provided to facilitate the selection of federal programs which may be appropriate funding sources. Each matrix specifies program title, catalog number, exceptionality, eligible applicant, major focus, educational level, a cross reference to any other area of interest in which the specific program might be found, and specific needs descriptors. Each matrix combines specific applicant needs (e.g., diagnostic/placement or parent/family services) with various program requirements (e.g., major focus, exceptionality) for each of the federal programs. Section II lists over 100 individual federal programs relating to the provision of education and services for exceptional individuals. Program descriptions, which are listed in numerical order according to Catalog of Federal Domestic Assistance'' number, include a listing of the federal agency involved, the program title and contact information, the population served, program objectives, uses and use restrictions, types of assistance, and application procedures. The introduction explains the use of the manual. (Author/SBH)

ED 182 419 CE 023 308

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Final Report.**

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-46p.; For related documents see CE 023 747-750 and CE 023 754-756
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.00).
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Learning Characteristics, Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, *Psychomotor Skills, Reading Skills, Secondary Education, Student Ability, Student Characteristics, *Student Needs, Student Testing, Testing Programs, *Vocational Education, *Vocational Interests
Identifiers-Colorado

A project was conducted to develop materials that could be utilized by teachers for informal assessment of the needs of students in vocational programs. Sixteen modules were developed to help teachers identify some of the areas in which students have special learning needs, clarify various levels of abilities, and distinguish the different learning styles of students. The sixteen modules cover the following vocational areas: welding, sheet metal, agriculture, graphic arts, woodworking, automotive, autobody, drafting, health occupations, world of work, food preparation, child care, distributive education, electricity, horticulture, and business and office occupations. The materials in the modules allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interests and awareness. (LRA)

ED 182 437 CE 023 744

*Lillo, Robert E. Soffiotto, Nicholas S.*

**Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level I (18 Week).**

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date-Oct 79

Note-215p.; For related documents see CE 023 743-746.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Career Exploration, Course Content, Curriculum Guides, *Electricity, *Electronics, Energy, *Industrial Arts, *Industrial Education, Learning Activities, Learning Modules, Natural Resources, Safety, Secondary Education, Teaching Guides, Tests, Units of Study

Identifiers-California

Designed for students in grades 7 and 8, this electricity/electronics curriculum guide contains instructional modules for twelve units of instruction; (1) orientation; (2) understanding electricity; (3) safety; (4) methods to generate electricity; (5) wiring tools and wire; (6) soldering; (7) magnetism and electromagnetism; (8) circuits, symbols, and component identification; (9) resistors and identification systems; (10) small appliance repair; (11) available sources of the Earth's energy; and (12) exploring occupations. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activities and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activiies, student informational handouts, related quest activities, and answer keys. (LRA)

ED 182 593 CE 024 278

*Wasil, Ed Espy John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-2, Pump Functional Testing.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-51p.; Small print in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Equipment Maintenance, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Pumps

This second in a series of eight modules for a course titled Mechanical Inspection describes typical pump functional tests which are performed after pump installation and prior to release of the plant for unrestricted power operation. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 685 CS 005 225

*Allen, Sheilah*

**The Use of An Attitude Inventory and a Needs Assessment Instrument in Teaching the Adult Student.**

Pub Date-79

Note-33p.: Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, *Adult Literacy, Adult Students, *Attitude Tests, Educational Assessment, *Educational Attitudes, Educational Research, Higher Education, Individual Differences, Literacy Education, *Measurement Techniques, *Needs Assessment, Reading Research

A pilot study involving 55 Canadian university students demonstrated the value of administering an attitude inventory and a needs assessment instrument to adult students before attempting to teach them basic literacy skills. In addition to designing and piloting the two instruments, the purposes of the study included comparing expressed attitudes and habits with perceived behavior and deficiencies; analyzing different responses on the basis of age, sex, academic training, and major teaching area; and providing aid to the teacher in modifying materials, teaching techniques, and learning environments. The pilot study was effective in producing usable data as well as in suggesting refinements and clarified the differences between the characteristics of the adult learner and the child. (The two instruments developed for the study are appended.) (AEA)

ED 182 847 EA 012 481

**Wages and Salaries Paid Support Personnel in Public Schools, 1979-80. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.**

Educational Research Service, Arlington, Va.
Pub Date-80
Note-89p.; For Parts 1 and 2, see EA 012 369-370
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 ($20.00; $55.00 for set of Parts 1, 2, and 3)
Pub Type- Numerical/Quantitative Data (110)
**Document Not Available from EDRS.**
Descriptors-Comparative Analysis, Elementary Secondary Education, *National Surveys, *Nonprofessional Personnel, *Paraprofessional School Personnel, Public School Systems, *Salaries, *School Personnel, School Surveys, Statistical Data, Tables (Data)

This publication, a companion to two previous reports, discloses annual salaries of persons employed in nonprofessional positions in 1,066 responding public school systems for the school year 1979-80. The salaries listed include those for secretaries and stenographers, accounting or payroll clerks, and clerk-typists employed in central office positions. Also included are salaries for school secretaries, stenographers, and library clerks employed in individual school buildings. The volume also includes data on hourly wage rates paid instructional teacher aides, noninstructional teacher aides, building custodians, cafeteria workers, and bus drivers. To facilitate comparison of data reported by the responding school systems, there are 34 summary tables showing salary distributions, means, medians, ranges of means, and lowest and highest salaries or hourly wage rates paid by reporting school systems to personnel in the selected positions. Three tables compare 1979-80 data with that reported for 1978-79. Also presented is a table showing the number of responding school systems employing personnel in each position category and the total number of personnel reported. Summary data are presented according to enrollment size of the school system, per pupil expenditure for current operations of the school system, and geographic region. (Author/JM)

ED 182 872                                                                  EA 012 517

*Schumacher, Sally Pennington, Jude*

**Impact of Title IX on Secondary Physical Education Curricula and Instruction: Toward a Public Policy Analysis.**

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Federal Legislation, Literature Reviews, *Physical Education, *Program Effectiveness, School Surveys, Secondary Education, Student Attitudes, Tables (Data), Teacher Attitudes

Identifiers-Title IX Education Amendments 1972

This report contains public policy and programmatic outcomes resulting from the impact of Title IX on the physical education curricula and instruction in secondary public schools. Eighty-three percent of Virginia secondary physical education chairpersons completed a questionnaire by June, 1978, the year of compliance. Data were analyzed with descriptive statistics. Although compliance was achieved, public policy outcomes of positive staff/student attitudes toward sex-equity in a majority of physical education activities had differential results, and improved student skill development had limited results. (Author)

EC

ED 182 913 EC 123 086

*Tipton, Fern S. Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Off Base 10, Working with Years, Months, Weeks, Days.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Note 35p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods, *Time

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students how to tell and compute time in terms of years, months, weeks, and days. In addition to the basic time facts, the lessons cover carrying or borrowing with off-base 10 time facts, and conversion from one unit of time to another when more than one unit is involved. In addition to detailed teaching instructions and text of tape recordings for students, the manual includes tests, worksheet problems, and pages to be made into transparencies for projection. (DLS)

*Elerick, Charles*

**On the Form of Bilingual Grammars: The Phonological Component.**

Pub Date-79
Note-17p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Bilingualism, Cognitive Processes, *Contrastive Linguistics, Deep Structure, English, Etymology, Grammar, *Language Processing, Lexicology, Linguistic Competence, Linguistic Theory, *Phonology, *Spanish, Surface Structure, *Transformation Generative Grammar
Identifiers-*Cognates

This research is based on the assumption that a Spanish/English bilingual is aware of the phonological and semantic relatedness of the many hundreds of pairs of transparently cognate items in the two languages. This awareness is linguistically significant in that it is reflected in the internalized grammar of the bilingual. The bilingual speaker of Spanish and English presumably handles pairs such as biology/biologia'' by unconsciously positing a single compromise union lexical representation which is related to the language-specific manifestations by two sets of language specific phonological rules. Some examples of pairs of Spanish/English items and their putative union phonological representation are soup/sopa'': /sOpa/ and nation/nacion'': /nAsyon/. There are 17 rules presented for the English derivation and they include both standard English rules and many special rules that would only be posited for a union grammar. The nine Spanish rules are similarly distributed. Exemplary derivations make clear the effects of the interaction of compromise representations and language specific rules. A discussion of the possible significance of union grammars for understanding bilingualism and some additional areas of needed investigation put the model union grammar into a larger perspective. (Author)

ED 183 001 FL 010 931

*Christian, Donna Wolfram, Walt*
**Exploring Dialects. Dialects and Educational Equity.**
Center for Applied Linguistics, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0057
Note-26p.; For related documents, see FL 010 928-932
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($2.50)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-American English, *Dialects, Elementary Secondary Education, *Grammar, Language Attitudes, *Language Patterns, Language Usage, *Language Variation, *Nonstandard Dialects, *Pronunciation, Regional Dialects, Social Dialects, Sociolinguistics, Standard Spoken Usage, Vocabulary

An understanding of dialect differences goes beyond the recognition that people talk differently; it concerns the way dialects differentiate themselves, the main differences in the patterns, and the method of discovering the patterns of various dialects. This booklet is intended for those who need to know more specific information concerning the patterns of English dialects, and who wish to begin exploring dialect differences on a first hand basis. Accordingly, the following issues are dealt with: (1) observing language patterns, finding out about dialects spoken in the commuqity in which one lives, and how teachers can look more closely at the dialect differences that might be influencing what is happening in their classrooms; (2) a method of looking at particular dialect patterns; (3) pronunciation differences in terms of regional and social dialects; (4) grammar differences, especially suffixes, verb usage, and negation; (5) vocabulary differences; and (6) the investigation of culturally defined language use patterns, a topic that in some ways goes beyond the basic questions of dialect diversity. Scattered throughout the text are indications for further reading, and a list of references is provided at the end. (Author/AMH)

**A Study to Evaluate the Nineteen Regional Career Guidance Centers within Illinois. Final Report, February 1, 1979 through June 30, 1979.**

Educational Operations Concepts, Inc., St. Paul, Minn.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Contract-RD1-A9-257
Note-48p.; Some sections contain light type and will not reproduce well; For a related document see CE 023 985
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Career Education, Community Resources, Counseling Services, *Guidance Centers, Guidance Services, Interviews, Models, *Occupational Guidance, Personnel Evaluation, Program Administration, Program Development, *Program Evaluation, Program Improvement, Program Planning, *State Programs, Statewide Planning, Technical Assistance, *Vocational Counseling
Identifiers-*Illinois

A study to evaluate Career Guidance Centers (CGCs) in Illinois resulted in both objective evaluation and in the provision of technical assistance for the regional centers. An epiphenomenon of the study activity was the development of a model for the evaluation of pilot site (exemplary) projects with the potential of its being transported to similar projects. Major activities of the study were orientation visitations, preparation of instrumentation for and conduct of onsite review team visitations, development of a statewide composite of findings from the nineteen individual evaluations, provision of technical assistance as part of a statewide conference of all CGC directors, and staff, and preparation and dissemination of various reports and products. Based on information obtained from on-site interviews, evaluations of each of the centers provided composite conclusions from which recommendations and suggested improvements were categorized according to five program components identified as essential to the success of CGCs: planning and evaluation, program management, vocational guidance and counseling programs and services, personnel, and community resources. More complete information is available in a related document (CE 023 985). (Appended exhibits include the CGC profile form and review team member handbook.) (YLB)

*Mangano, R. Michael And Others*

**Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume I.**

Maryland Vocational Curriculum Research and Development Center, College Park.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-429p.; For related documents see CE 024 031-035
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC18 Plus Postage.**
Descriptors-Auto Mechanics (Occupation), Basic Skills, Bibliographic Citations, Business Education, Career Education, Check Lists, Consumer Education, Curriculum, Custodian Training, *Disadvantaged Youth, Distributive Education, Drafting, *Educational Resources, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, *Instructional Materials, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Guides, *Resource Materials, *Vocational Education, Woodworking

Volume 1 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills/consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)

ED 182 532 CE 024 105

*Tough, Allen*

**Expand Your Life. A Pocket Book for Personal Change.**

College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-80

Note-54p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($2.50).

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Individual Activities, Individual Development, *Personal Growth, Personal Interests, Personal Values, Self Actualization, Self Evaluation

This self-help booklet explores a wide variety of ways to enrich or expand one's life through activities and ideas to increase self-insight, sensitivity to others, awareness of the world, and enjoyment of life. The first of two major sections, Realms to Explore, includes such topics as Know Thyself: Experiencing Your Mind and Body,'' Exploring the Major Fields of Knowledge,'' Learning How to Help Others to a Better Life,'' Deepening Personal Relationships,'' Focusing on Religious and Spiritual Growth,'' and Getting Enjoyment, Fun, and Happiness Out of Life.'' Along with each topic are suggested activities and self-study ideas. The second section, Getting Started, has two major topics. A Personal Inventory Taking Stock of Your Present, Past, and Future'' suggests ways to look at one's lifestyle as a whole values, apprehensions, hopes, and dreams. The exercises suggest ways to do this. Choosing to Change'' provides a chart for use in choosing and planning personal changes. (PV)

ED 182 571 CE 024 256

*Selleck, Ben Espy, John*

**Nuclear Technology. Course 27: Metrology. Module 27-4, Angle Measurement Instruments, Optical Projections and Surface Texture Gages.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-56p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, Measurement, *Measurement Instruments, Measurement Techniques, Microscopes, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of eight modules for a course titled Metrology describes the universal bevel protractor and the sine bar, the engineering microscope and optical projector, and several types of surface texture gages. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) date table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Qaulity Assurance/Quality Control Technology.) (LRA)

ED 182 615 CG 014 100

*Hyman, Irwin A.*

**Psychology, Education and Schooling: Social Policy Implications in the Lives of Children and Youth.**

Pub Date-3 Sep 79

Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Children, Educational Improvement, *Educational Policy, Educational Theories, *Policy Formation, *Psychology, *School Policy, Social Factors, State of the Art Reviews, *Youth

An overview is presented of the conceptualization of interaction between psychology as a profession, and science and education. A brief history indicates psychology lacks the ability to make a major impact on policy regarding education. Problems of improving schooling are discussed, within the context of American culture with special reference to the economy, social justice, the generation gap, punitiveness towards children, the crisis mentality in funding and the sickness model for providing psychological services in the schools. (Author/BMW)

ED 182 640                                        CG 014 138

*Denham, William H.*

**NIMH Policy in Relation to Training for Service Delivery to Children and Youth: Implications for Psychology Education.**

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Pub Date-5 Sep 79

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adolescents, Counselor Training, *Delivery Systems, *Educational Policy, *Federal Programs, Graduate Students, Higher Education, *Mental Health Programs, *Professional Training, Program Descriptions, Psychologists, *Training Techniques, Youth Programs

Identifiers-*National Institute of Mental Health

The historical evolution of NIMH manpower and training policy is set forth as the framework for examining recent changes in the psychology education programs of the Institute. The new and exclusive emphasis on priority-focused training as a basic condition for NIMH support in the future is described with special reference to training in the child and adolescent area. (Author)

ED 182 664 CG 014 168

*Draughn, Peggy Saxton And Others*

**Perceptions of Competence in Provider and Husband Roles for Men in the Middle Years.**

Pub Date-17 Aug 79
Note-34p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Competence, Conflict Resolution, *Family Relationship, *Job Satisfaction, *Males, *Middle Aged, *Role Perception, Self Evaluation, Spouses, Status

In exploring the relationship between job and family, the impact of a man's perceptions of competency in both the husband and provider role were examined. Using a two-stage, stratified, representative sample design, interviewers collected data from middle-aged, married men. When perceived provider role competence was the dependent variable, the independent variable of occupational status was statistically significant. With perceived husband competence as the dependent variable, the independent variables of income, race and the interaction of race and wife's employment status were significant. There was a positive linear relationship between perceived marital competency and perceived job competency. (Author)

ED 182 707 CS 005 261

*Hanson, Marjorie And Others*

**Statistical Models and Practical Significance in Reading Research.**

Pub Date-79
Note-16p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Reading Research, *Research Methodology, *Research Needs, *Research Problems, *Statistical Analysis, *Tests of Significance

Reading researchers should be encouraged to include assessments of practical significance in all their journal articles, reviews of research, technical reports, and dissertations. The tendency has been to base the integration of data entirely on the results of tests for the significance of differences, overlooking the assessment of practical significance. A review of the research studies reported in the 1977-79 yearbooks of the National Reading Conference shows that few discussions included assessments about the strength of relationships or practical significance. This failure to assess the strength of relationships not only limits the information value of individual studies or experiments, but also constrains opportunities to synthesize empirical findings and to advance theories about learning to read and reading instruction. When highly significant'' ANOVA test results are accompanied by extremely low'' values of practical significance, researchers should realize that they know something for sure about very little.'' When high values of practical significance repeatedly appear for the same instructional variables, the potential value of these variables in the formulation of reading theory should be recognized and exploited. (RL)

ED 182 729 CS 005 291

*Bieger, George R. Dunn, Bruce R.*

**Sensitivity to Developmental Differences in Children's Recall of Prose: A Comparison of Two Prose Grammars.**

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage**

Descriptors-*Cognitive Development, Comparative Analysis, Content Reading, Developmental Stages, *Discourse Analysis, Elementary Education, Intermediate Grades, *Models, *Organization, Prose, Reading Ability, *Reading Comprehension, Reading Processes, Reading Research, *Recall (Psychological), Retention, Structural Analysis

Identifiers-*Story Grammar

Two text-based prose grammars, the W. Kintsch and B. J. F. Meyer models, were compared as to their sensitivity to potential developmental differences in children's recall of prose. Participants in the study were 212 fourth, fifth, and sixth grade students who had been classified as average or below average in reading ability. The Meyer analysis revealed that older good readers showed significantly higher recall of certain idea units than either younger good readers or poor readers of any age. This analysis suggests that older good readers are better able to recall certain implicit semantic relationships than their younger or less skilled counterparts. The analysis using the Kintsch model did not reveal any apparent developmental differences. It was suggested that the Meyer model, because it explicitly describes the "macrostructure" of a passage, is more sensitive to developmental differences in reading ability. The results offer evidence for qualitative differences in the way children at different levels of cognitive development comprehend and recall prose. (Author/RL)

ED 182 773　　　　　　　　　　CS 502 724

*Hensley, Wayne E.*

**Seat Choices in Libraries and Defensiveness: Three Studies in Territoriality.**

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavioral Science Research, Behavior Patterns, *Nonverbal Communication, *Physical Design Needs, Physical Environment, *Privacy, *Psychological Patterns
Identifiers-Communication Research, *Defensiveness, Seating Assignments, *Territoriality

A study replicated Robert Sommer's classic work of library table seat choices, showing that people given defensive instructions chose end seats while people given offensive instructions chose middle seats. In a followup study, defensiveness was measured in college students who were asked where they typically sat at library tables. This study found no relationship between defensiveness and seat choices. A third study asked patrons actually seated at public library tables to complete defensiveness scales. The relationship between their seat choice and defensiveness, although in the predicted direction, was not significant. It was concluded from these three studies that territoriality and defensiveness do not seem to be strongly related. (Author/RL)

ED 182 798 CS 502 825

*Gambell, Trevor J.*
**Recognizing and Developing Children's Speech Styles.**
Pub Date- 78
Note-9p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Child Language, *Classroom Communication, Elementary Education, Interpersonal Relationship, *Language Development, *Language Styles, *School Environment, Social Environment, Social Relations, *Speech Communication, *Speech Skills, Teaching Methods

Children's speech styles vary considerably, ranging along a continuum from formal to informal, in the various educational and social settings they encounter in school. Teachers who see their role as preparing children to fill social roles will be aware of the speech styles that children use and will accept varying speech styles as appropriate to varying settings. In operating classrooms so that children can develop and use a repertoire of speech styles, teachers should realize that different classroom situations promote different speech styles ranging from intimate to casual to consultative and finally to formal. They should be aware that speech style is also influenced by group size, which may range from dyadic situations to large groups; by the relationship between children, which ranges from intimate to formal; by the distance between speaker and listener; and by the subject matter being taught. By adapting instructional settings and activities in accordance with the various factors affecting speech styles, teachers can create realistic situations that promote appropriate speech. (GT)

EA

ED 182 823 EA 012 423

*Levenson, Stanley*

**Ability Grouping in the Schools: A National Phenomenon.**

Pub Date-14 Nov 79

Note-13p.; Paper presented at the Annual Meeting of the California Education Research Association (San Diego, CA, November 15, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Ability Grouping, Academic Achievement, Elementary Secondary Education, *Heterogeneous Grouping, Minority Groups, Negative Attitudes, Self Concept, Socioeconomic Status, Student School Relationship

Recent research points out that ability grouping is educationally unsound. It is alien to the principle that students must be provided with continuous educational experiences adjusted to individual rates of development, needs, interests, and personal meaning. In addition, ability grouping leads to stereotyped and stratified roles, and parental, teacher, and peer pressures that could prevent the student from developing healthy social relations and a positive self-concept. This paper examines the research, explores reasons why schools and teachers group homogeneously, and provides some insight into more individualized approaches to learning at all levels. (Author/MLF)

ED 182 933 EC 123 180

*Giesecke, Linda L. And Others*

**Home Care Guide on Juvenile Rheumatoid Arthritis (For Parents).**

Children's Hospital of Philadelphia, Pa.; Children's Seashore House, Atlantic City, N. J.
Pub Date- 78
Note-30p.
Available from-Children's Seashore House and Children's Hospital of Philadelphia Rheumatology Clinic, 34th and Civic Center Blvd., Philadelphia, PA 19104 ($2.00)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Drug Therapy, Eyes, Family Environment, Guides, Medical Treatment, Parent Child Relationship, *Parent Participation, *Physical Activities, Physical Therapy, Social Problems, *Special Health Problems
Identifiers-*Juvenile Rheumatoid Arthritis

The booklet, written by the medical staff of a children's hospital, provides information for parents of children with juvenile rheumatoid arthritis (JRA). Arthritis is a swelling of the joint(s) in children and lasts for over 6 weeks (sometimes many years). Aspirin is the main medicine given for JRA, and it works not only to control pain but also, when given regularly, to control swelling. Activity is a key to overcoming stiffness (suggestions of play activities are listed by age group). Other activities which are a part of daily living, such as squeezing a washcloth, can become useful exercises. A special physical therapy program often makes getting the needed exercise less of a struggle between parents and children. Splints are sometimes recommended to aid weak or painful limbs. Extra care of eyes is needed as problems with children's eyes sometimes accompany JRA. A normal healthy diet is important and children suffering from JRA and their parents often face extra strain and problems in their social life. After JRA goes into remission it is important to follow up with examinations once a year for 4 to 5 years. (PHR)

ED 182 514 CE 024 057

*Crystal, Ralph M., Ed. Lee, Chia Chih, Ed.*
**Program Evaluation Terms: A Glossary. Michigan Studies in Rehabilitation Utilization Series: 3.**
Michigan Univ., Ann Arbor. Rehabilitation Research Institute.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-79
Grant-RSA-15P-59021/5
Note-92p.
Pub Type- Collected Works - Serials (022) - Reference Materials - Vocabularies/Classifications (134)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Definitions, *Evaluation, Glossaries, Handicapped, Human Services, Indexes (Locaters), *Program Evaluation, *Rehabilitation, *Rehabilitation Programs, *Vocabulary, Vocational Education, Vocational Rehabilitation

Developed to be a standard reference guide, this glossary contains terms generally associated with program evaluation and terms specifically employed in rehabilitation program evaluation. Target audiences include rehabilitation program evaluation personnel and the consumers of evaluation information such as program administrators, counselors, and program planners. In addition, it is intended to provide common definitions and to assist new program evaluation personnel in becoming familiar with evaluation terminology. A section on use of the glossary also addresses compilation of the glossary and suggestions for future development. The main body of the glossary lists each term with the date it was entered into the glossary and its basic definition. Terms are also cross-referenced to narrower, broader, and related terms. An alphabetical index lists all words included in the glossary. (YLB)

ED 182 751 CS 205 401

*Turner, Alberta, Ed.*

**Poets Teaching: The Creative Process.**

Pub Date-80
Note-221p.
Available from-Longman, Inc., 19 West 44th St., New York, NY 10036 ($8.95 paper)
Pub Type- Books (010) - Collected Works - General (020) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-*Creative Writing, Higher Education, Literary Analysis, *Poetry, *Poets, Student Writing Models, *Teacher Response, *Teacher Role, *Teaching Methods

This book is a sample of what actually happens when the professional teaching poet sits down with the student poem. It allows the reader to observe the poets in their roles as teachers. The collection of student workshop poems and the teachers' essays about the poems their analysis, specific criticisms, teaching techniques and procedures are arranged in 11 groups containing a total of 30 student poems and 34 teachers' responses. These samples of student work and teacher response provide a range of ideas that indicate how student poems are being criticized and how students are being taught to become their own critics. (RL)

ED 182 438 CE 023 745

*Lillo, Robert E. Soffiotto, Nicholas S.*

**Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level II.**

California State Dept. of Education, Sacramento. Bureau of Industrial Education.
Pub Date-Oct 79
Note-475p.; Parts of this document will not reproduce well due to broken type. For related documents see CE 023 743-746.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC19 Plus Postage.**
Descriptors-Career Exploration, Course Content, Curriculum Guides, *Electricity, *Electronics, Grade 9, *Industrial Arts, *Industrial Education, Learning Activities, *Learning Modules, Mathematics, Occupational Information, Safety, Teaching Guides, Telecommunication, Units of Study
Identifiers-California

Designed for students in the ninth grade, this electricity/electronics curriculum guide contains instructional modules for twenty-four units of instruction. Among the modules included are (1) introduction to the world of electricity, (2) electrical safety, (3) the electrical team, (4) resistance and resistors, (5) electric lamps and heating devices, (6) motors and generators, (7) low voltage circuit wiring of signal devices, (8) house wiring, (9) commuqication systems, and (10) exploring occupations in electricity and electronics. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activites and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA)

ED 182 457 CE 023 894

*Olivares, Teresa*

**Vocational Education Needs of Hispanic Women. The Minority Women's Series.**

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-G007605295
Note-35p.; Not available in paper copy due to small print; For a related document see CE 023 899
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Attitude Tests, *Bilingual Education, Demography, Discriminatory Attitudes (Social), Educational Legislation, Educational Needs, Ethnic Stereotypes, *Federal Legislation, *Females, *Migrants, Minority Groups, *Spanish Speaking, Stereotypes, *Vocational Education

The first half of this monograph deals with present attitudes towards Hispanic women and migrants, comparing stereotypes and facts about both groups, including population figures and other demographic data such as income level, family size, source(s) of income, maternal mortality, and morbibity rates. Self inventories on attitudes toward the groups follow each of these two sections. Highlighting pertinent aspects of the revised and extended program for vocational and bilingual education contained in the Education Ammendments of 1976, the remaining portion of the monograph is comprised of a question and answer section on the rationale uqderlying the concept of bilingual vocational education, an outline of fourteen components of bilingual vocational education, synopses of vocational programs in the Comprehensive Employment and Training Act (CETA), the state of Wisconsin Manpower Services, interagency programs provided for in the Vocational Education Title II Ammendments of 1977. Other legislation affecting the needs of Spanish speaking persons, notably Title IX and the Supreme Court's Lau decision and subsequent establishment by the Office of Education of a five-level continuum of English language proficiency, are summarized on the concluding pages. (MEK)

ED 182 551 CE 024 183

*Gary, Robert R.*

**Placement and Follow-up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report, Fiscal Year 1979.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Dec 79
Note-347p.; Some pages will not reproduce well due to small, light type on colored paper; For related documents see ED 163 219
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-Employer Attitudes, Employment Services, *Graduate Surveys, *High School Graduates, *Job Placement, *Models, Program Development, Program Evaluation, Program Guides, Program Improvement, Regional Planning, Secondary Education, Statewide Planning, Student Personnel Programs, Surveys, *Vocational Education, *Vocational Followup, Vocational Maturity

Identifiers-Kentucky

This project report includes a brief narrative, the model placement and followup system developed for statewide implementation in vocational education programs, and an employer survey. The guide for the establishment and operation of a school-based placement and followup system is divided into two sections: general information and operational procedures. Part 1 provides the history of its development, code of ethics, definitions, objectives, and expected outcomes. Part 2 describes the procedures for the placement and followup components and provides a time and event schedule and all forms needed for system implementation and maintenance. The revised manual has four additional sections. Part 3, on the system management plan, describes all procedures and includes a flow chart model, vertical line flow model, and task identification chart for each of the subsystems. In part 4, work readiness program (sample materials) the job clinic and other phases of the program are discussed. Part 5, discussing the regional implementation plan, gives guidelines, including timelines, calendar of activities, suggestions for leadership teams, and inservice objectives and agenda. Part 6, plan for program improvement, provides an orientation to the basics of developing and implementing a formal procedure for program assessment and revision. The employer survey summarizes data from students' employers concerning level of vocational training, work attitude, and comparison with other employees. (YLB)

ED 182 572 CE 024 257

*Selleck, Ben Espy, John*

**Nuclear Technology. Course 27: Metrology. Module 27-5, Tolerancing.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-60p.; Small, light type in figures will not reproduce well. For related documents see CE 024 245-298.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Tolerance

This fifth in a series of eight modules for a course titled Metrology describes the application of the American National Standard (ANSI Y14.5-1973) for dimensioning and tolerancing and gives guidance on interpreting form and location controls consistent with the national standard. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 594 CE 024 279

*Wasil, Ed Espy, John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-3, Valve Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-69p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Equipment Maintenance, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Plumbing, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Valves

This third in a series of eight modules for a course titled Mechanical Inspection describes all the major types of valves utilized in a nuclear power plant and the purposes of the preinstallation and installation inspections; also describes the valve testing required for particular valves. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 641 CG 014 139

*Upshur, Carole C.*

**The Youth Work Curriculum.**

Massachusetts Univ., Boston.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date- 79
Grant-77-JS-01002; 78-08-1136
Grant-77-JS-01002; 78-08-1136
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Majors, College Students, *Cooperative Education, *Curriculum Design, *Delinquency Prevention, Demonstration Projects, Higher Education, Professional Training, Program Descriptions, Program Development, *Skill Development, *Work Experience Programs, *Youth Programs

The youth work curriculum, developed as a special degree program at the College of Public and Community Service of the University of Massachusetts at Boston as part of a demonstration grant from the Office of Juvenile Justice and Delinquency Prevention to the Boston Teen Center Alliance is presented. The Youth Work Career Certificate (equivalent to a traditional major''), designed to address the basic skills a direct service worker in a youth agency requires to be effective, including skills drawn from the knowledge base of a psychology curriculum with a developmental and clinical focus as well as skills in program planning, management and community organizing is described. The curriculum materials address the following 12 skills areas: (1) human development, (2) adolescent development, (3) juvenile law, (4) youth program planning, (5) street work, (6) group work, (7) assessment, (8) referral, (9) grant development, (10) staffing issues and problems, (11) fiscal management, and (12) community organizing. Evaluation results of the two-year-old program, showing a positive relationship between skills taught and usefulness on the job and improved skill levels and job effectiveness, are included. (Author)

ED 182 686 CS 005 234

*Duquette, Raymond J.*

**Toward Life-Long Reading.**

Pub Date-Jan 80

Note-7p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (47th, Claremont, CA, January 18-19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Curriculum Development, *Curriculum Enrichment, Elementary Education, Elementary School Curriculum, *Reading Habits, *Reading Interests, Reading Skills

Developing life-long reading habits is a process that should begin in elementary school. Children should be encouraged not only to read what has been approved for classroom use but also to look beyond classroom walls to read for interest and enjoyment. Looking beyond the walls'' is a parable that suggests that school curriculum go beyond the guidelines of a district and not be limited by the books approved for classroom use. Rereading favorite poems, essays, or books for new insights and listening to someone read aloud for enjoyment should be encouraged. (A discussion of titles from among the author's favorites is included.) (AEA)

ED 182 824 EA 012 432

**High Demand Inservice Teacher Training Materials. Reading and Other Categories. EPIE Report 91m, Volume XIV, Number 2m Winter 1980.**

Educational Products Information Exchange Inst., Stony Brook, N.Y.

Pub Date-80

Note-80p.

Available from-EPIE Institute, Box 620, Stony Brook, NY 11790 ($20.00; quantity discounts)

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors-*Annotated Bibliographies, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, Mathematics Instruction, *Media Selection, *Merchandise Information, *Reading Instruction

This report, like its companion EPIE Report 90m, Classroom Management, Motivation, Individualized Instruction,'' draws on the experience of the National Education Association's (NEA) three-year study of inservice materials. By presenting the product descriptions of those inservice materials most frequently ordered over the length of the study, these two EPIE reports provide a sense of what teachers are looking for in inservice materials. Seventeen product descriptions are provided: one each in Assessing Student Growth, and Special Education; two each in English Language Arts, Teaching Strategies, and Mathematics; and nine in Reading. Also included is an annotated bibliography of ERIC-entered inservice product descriptions. The listed products number 111 of the 150 that the NEA entered into the ERIC system for meeting the criteria of comprehensive inservice program and validation performed among practicing classroom teachers.'' A list of distributors, with addresses and phone numbers, is number-keyed to the annotated list and appears immediately before it. (Author/MLF)

ED 182 873 EC 122 790

*Perske, Robert, Ed. Smith, Judy, Ed.*

**Beyond the Ordinary: The Preparation of Professionals to Educate Severely and Profoundly Handicapped Persons Toward the Development of Standards and Criteria.**

American Association for the Education of the Severely/Profoundly Handicapped.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-77

Note-50p.; Background may be dark due to color of original paper

Available from-The American Association for the Education of the Severely/Profoundly Handicapped, 1600 W. Armory Way, Seattle, WA 98119 ($5.50, includes postage)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Community Coordination, *Custodial Mentally Handicapped, Daily Living Skills, Early Childhood Education, Elementary Secondary Education, Interdisciplinary Approach, Parent Teacher Cooperation, *Professional Education, Role Perception, *Severely Handicapped, *Teacher Education, Teacher Educators, *Teacher Qualifications, Teaching Methods, Teamwork, *Trainable Mentally Handicapped, Vocational Education

Intended for parents, students, and professionals, the book explains the need for specific competencies needed for dealing with severely and profoundly handicapped children and offers methods by which the trainee, trainer, and training institution may advance the education of this population. Following an introductory chapter are 10 chapters which address the following topics: behavioral technology and systematic instruction, teaching of basic life skills, interdisciplinary and transdisciplinary teamwork, parent-professional relationships, community coordination, early intervention, prevocational and vocational education, and responsibilities of the professional trainers of professionals, and training programs and institutions. (SBH)

*Vescera, Lawrence And Others*

**Special Education Finance: The Interaction Between State and Federal Support Systems. Report No. F79-3.**

Education Commission of the States, Denver, Colo. Education Finance Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-76-0039
Note-53p.
Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 (Limited supply)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Attitudes, *Compliance (Legal), *Educational Legislation, Elementary Secondary Education, Exceptional Child Research, *Financial Support, *Handicapped Children, State Departments of Education, *State Federal Aid, *Surveys
Identifiers-*Education for All Handicapped Children Act

The booklet addresses the controversy among the states regarding the programmatic requirements and fiscal implications of P.L. 94-142, the Education for All Handicapped Children Act. Examined is the development of state and federal support for special education. Using four states (Connecticut, Florida, Missouri, Oregon), the authors present an in-depth analysis of the distribution of students served and special education funds in the states and the likely impact of P.L. 94-142. A survey of 39 state directors that solicited their attitudes toward the compatibility of P.L. 94-142 and state special education programs is presented. Among findings is that categorical funding is the most popular, four out of five states believe that P.L. 94-142 will create other fiscal problems, and most states have similar classification systems for special education students. It is concluded that one of the benefits of P.L. 94-142 is likely to be increased coordination among agencies providing education services at the state and local levels. (SBH)

*Tipton, Fern S. Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Multiple Multipliers (To 3 Digit).**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007503411
Note-93p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091
Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, *Multiplication, Teaching Guides, *Teaching Methods
Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students multiplication with multipliers of up to three digits. In addition to detailed teaching instructions and text of tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

ED 182 956 EC 123 280

*Rittenhouse, Robert K.*

**The Bartley-Daly Act: Regulations for the Implementation of Chapter 766 of the Acts of 1972: The Comprehensive Special Education Law of the Commonwealth of Massachusetts: An Analysis Within the Context of Public Law 94-142.**

Illinois State Univ., Normal.
Pub Date-14 Jan 80
Note-13p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Compliance (Legal), Early Childhood Education, Elementary Secondary Education, Federal Legislation, Financial Support, *Handicapped Children, Interdisciplinary Approach, Legal Responsibility, Parent Participation, *State Legislation, State Programs, Student Evaluation, Student Placement
Identifiers-*Comprehensive Employment and Training Act, Education for All Handicapped Children Act, *Massachusetts

The paper addresses the major ideas of Massachusetts' Chapter 776 the Bartley-Daly Act which mandates the provision of educational services to handicapped children ages 3 to 21, particularly in relation to P.L. 94-142 the Education for All Handicapped Children Act. Sections address the following areas: legal responsibility for ensuring implementation, the interdisciplinary evaluation, program prototypes, the public-private school issue, and regional and state advisory committee. A final section discusses evaluation of the Chapter's major provisions. Among conclusions are that the full core evaluation committee appears to be too cumbersome to be workable; that by holding local school districts totally financially responsible for any child placed in a private school, the Commonwealth encourages local public school programs; and that one strong point of Chapter 766 is the recognition of the importance of parent involvement through advisory committees. (SBH)

*Coker, Pamela L. Crain, Stephen*

**Lexical Access During Sentence Processing.**

Pub Date- 78

Note-9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (December 28-30, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Advance Organizers, *Cognitive Processes, *Comprehension, *Context Clues, Dictionaries, Interpretive Reading, *Language Processing, *Semantics, *Sentences, Syntax, Vocabulary

This research characterizes how the mental lexicon functions during sentence processing. In sentence processing, access of meaning is seen to be dependent on interaction between syntactic and semantic information within the sentence. It had been previously thought that meaning had been located in an independent mental lexicon. Three experiments were conducted to determine the strength of the predictive and selective linguistic contexts used to disambiguate an ambiguous word. Examination of the data regarding the separate contributions of syntactic and semantic contextual clues revealed that semantic clues provided greater assistance in direct access of meaning than do syntactic contextual clues. Predictive contexts were shown to be more useful in meaning determination than selective contexts were. Expanding the semantic contextual clues greatly facilitated speed and accuracy of meaning access. (PMJ)

ED 182 420 CE 023 380

**Final Report of Project Curriculum Development: Pulsed Tig Welding, 1978-1979.**

Atlantic County Area Vocational-Technical School, N.J.
Pub Date-79
Note-134p.; Some of the information in diagrams will not reproduce well due to small type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Course Content, Curriculum, Curriculum Development, Curriculum Guides, Disadvantaged Groups, Females, Learning Activities, Lesson Plans, Occupational Information, Safety, Skilled Occupations, Teacher Developed Materials, Teaching Guides, Unemployed, *Vocational Education, *Welders, *Welding
Identifiers-*Pulsed Tungsten Inert Gas Welding

Designed to help unemployed and disadvantaged workers find new career opportunities, this curriculum provides vocational students with a basic course of instruction in pulsed tungsten inert gas (TIG) welding. The first of four sections provides a general background of welding, the welding industry, and welding processes. Section 2 focuses on establishing a pulsed TIG welding program. Specific components that are discussed include the need for vocational training, student education/experience background, visual aids, equipment, supplies, and safety. The third section provides the in-depth technical detail of the pulsed TIG welding process. Topics included are (1) technical details, (2) advantages of pulsing, (3) welding machines, (4) welding torches, (5) tungsten electrodes, (6) filler rods, (7) shielding gases, (8) gas flow rate, and (9) materials to be welded. The final section contains lesson plans for ten units of instruction. Each lesson plan is further divided into the lesson objective, equipment and materials needed, lecture/discussion topics, and procedures. Appended material includes a users guide for the Miller Syncrowave 300, welding career statistics, and a discussion of women in welding. (LRA)

ED 182 616 CG 014 101

*Simari, C. Georgia Baskin, David*

**Incest: No Longer a Family Affair.**

Pub Date-79
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Clinics, *Family Problems, *Parent Child Relationship, *Prevention, *Psychological Patterns, *Social Problems, Therapy
Identifiers-*Incest

Discrepancies are discussed which exist in establishing criteria for defining incest and for reporting accurate data on its incidence. Etiological issues of individual and familial pathological patterns are examined, as well as the short- and long-term consequences of incestuous events as they affect the victim and other family members. Treatment considerations for the incestuous family are reviewed. Inadequacies in documentation of techniques specifically relevant to the treatment of the family as a unit are discussed, as well as current issues centering arouqd prevention. (Author/BMW)

ED 182 665 CG 014 169

*Hampe, Gary D. And Others*

**The Influence of Rural-Urban Residence and Perceptions of Health on Retirement Satisfaction.**

Pub Date-25 Nov 79

Note-19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Mental Health, *Older Adults, Participant Satisfaction, *Perception, *Physical Health, *Place of Residence, Quality of Life, *Retirement, Rural Urban Differences

Identifiers-*Life Satisfaction

An analysis of the differences in the degree of retirement satisfaction was made, with respect to place of residence, perception of mental health and perception of physical health. The sample size consisted of 744 retired individuals who were part of a state-wide probability sample of 1133 residents of the state of Wyoming, age 60 and over. As previous research had shown, retirement satisfaction was related positively the perception of physical health and perception of mental health. The surprise finding was that retirement satisfaction was not related to place of residence at the zero-order level, but did, indirectly, affect retirement satisfaction. The key variable was perception of mental health in leading to retirement satisfaction with one's perception of physical health being affected by one's perception of mental health. (Author)

ED 182 708 CS 005 262

*Geoffrion, Leo D., Comp. Schuster, Karen E., Comp.*
**Auditory Handicaps and Reading: An Annotated Bibliography.**
International Reading Association, Newark, Del.
Spons Agency-New Hampshire Univ., Durham.; New Hampshire Univ., Durham. Graduate School.
Pub Date-80
Note-64p.
Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 335, $1.75 member, $2.50 non-member)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
**EDRS Price MF01/PC03 Plus Postage.**
Descriptors-Annotated Bibliographies, Cognitive Ability, Deaf, *Deaf Education, *Deaf Research, Elementary Secondary Education, Exceptional Child Research, *Reading Achievement, *Reading Instruction, *Reading Research, *Reading Skills, Sign Language, Teaching Methods, Total Communication, Writing Skills

This annotated bibliography on the reading achievement of the deaf is designed to aid those who wish to learn more about how children with severe auditory handicaps read. The various sections focus on the severity of the reading deficit of deaf students, the findings of basic research on how they read, and some of the instructional approaches currently advocated for these students. Part One contains 16 entries relating to background issues such as whether hearing problems automatically lead to cognitive problems and what other communication options exist for those who are hearing impaired. Part Two cites 49 entries that examine the extent of the reading problems of hearing imparied students and some of the psychometric and educational factors underlying these problems. Part Three examines basic research on reading and language skills and lists 64 pertinent articles. Part Four summarizes the current literature on instructional approaches to developing the reading skills of deaf students and contains references to 72 items. (MKM)

ED 182 730 CS 005 292

**Special Education TV Reading Program. Final Report.**
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-79
Note-53p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Audiovisual Instruction, Elementary Secondary Education, *Mainstreaming, *Program Evaluation, Reading Achievement, Reading Instruction, *Reading Programs, Reading Skills, *Special Education, Student Attitudes, Teaching Methods, *Television, Television Viewing
Identifiers-Elementary Secondary Education Act Title IV

The District of Columbia Public Schools' Special Education Television Reading Program was a one-year program designed to improve reading skills and achievement through the use of intrinsically motivating materials and activities and to serve as a vehicle for students to move from special environments to the mainstream of regular education. Approximately 200 students in fifth through eighth grade and in eleventh grade in learning centers, special reading classes, and regular education settings were involved in the project. A total of 27 teachers prepared and implemented language arts activities relating to popular television shows. Drawing from a video tape library covering topics such as science, drama, history, and personal awareness, the teachers devised script activities using the vocabulary and dialogue of the actual tapes. The program was evaluated to determine the reading achievement of the students, their attitudes toward reading, the rate at which the students were mainstreamed, and their free reading behaviors. The findings revealed that students in the program showed greater mean gains in reading than they had in previous years, that their attitudes toward reading changed in a positive direction, and that they were mainstreamed at a faster rate during the project year than before. Free reading was inadequately recorded and no changes could be ascertained. (FL)

ED 182 774 CS 502 732

*Goodfield, June*

**Communicating Science: The Special Problems of Reporting Scientific Enquiry in the Media.**

Pub Date-Sep 79
Note-23p.; Paper presented at the Annual Meeting of the International Institute of Communication (London, England, September 9-13, 1979)
Pub Type- Speecnes/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Communication (Thought Transfer), *Communication Problems, Ethics, *Journalism, *News Reporting, *Sciences, *Scientists, Trend Analysis

The relationship of reporters, scientists, and the public is explored in this paper. Recent issues that have triggered a demand for a new kind of science writer are noted as including society's increased interest in health care, in problems of the environment, the ethics of genetic engineering, and other issues concerning the autonomy of the individual. The need for communication about science is discussed, as are considerations of the constraints on the media and on the scientists. The analysis concludes that science writers are faced with the role of the scientific reporter as investigator and advocate rather than just a mere communicator of facts and that they should meet this new role of critic. (MKM)

ED 182 799 EA 012 241

*Tucker, Harvey J. Zeigler, L. Harmon*
**The Politics of Educational Governance: An Overview.**
**State-of-the-Knowledge Series, Number Thirty-six.**
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Note-73p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($3.50)
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Administrator Characteristics, *Board Administrator Relationship, Board of Education Policy, Board of Education Role, Boards of Education, Commuqity Role, *Decision Making, *Educational Change, *Governance, *Policy Formation, School Community Relationship, School Districts, *School Superintendents, Superintendent Role

Within an historical and theoretical framework, this book explores the inherent tension that exists between educational experts and laypeople. The book offers an overview of policy levels and participants involved. Then it examines the policy-making process in local school districts, including proposal development, executive recommendation, legislative action, decision-making, and policy implementation. Recruitment of school administrators and the relationship of the community to the school board follow. The book ends with a history of the reform movement in educational governance. (Author/LD)

ED 182 848 EA 012 482

*Stake, Robert E.*

**Quality of Education and the Diminution of Local Control in Schools in the United States.**

Pub Date-Oct 79

Note-10p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Standards, Curriculum Development, *Educational Quality, Elementary Secondary Education, Federal Regulation, *Government School Relationship, Minimum Competency Testing, Performance Based Education, *School District Autonomy, Social Change, Socialization

Many readers will agree that the conditions in our schools need improvement, that problems in schools are closely linked with the problems in our society, and that local control has diminished. The yielding of local control has contributed substantially to these problems. Uniform standards and minimum performance criteria have been tried and the results are dismal. It is a difficult thing, probably, for government people to accept the idea that the most responsible thing to do is to exercise less direct responsibility, to be greatly concerned and supportive without specifying the improvements to be made. But education today needs just that, the opportuqity and the responsibility for local schools, for teachers in the classroom, for citizens in a neighborhood, to run their own schools. (Author/MLF)

ED 183 002 FL 010 932

*Wolfram, Walt Christian, Donna*

**Dialogue on Dialects. Dialects and Educational Equity.**

Center for Applied Linguistics, Arlington, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Contract-400-78-0057

Note-24p.; For related documents, see FL 010 928-931

Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($2.50)

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-American English, *Dialects, Elementary Secondary Education, *Language Attitudes, *Language Patterns, Language Standardization, Language Usage, *Language Variation, *Nonstandard Dialects, Regional Dialects, *Social Dialects, Sociolinguistics, Speech Habits, Standard Spoken Usage

Many questions accompany the recognition of different dialects, including questions concerning the origin of the speaker, the reasons why people speak the way they do, and which way of speaking is correct. Strong feelings may accompany the recognition of dialects, and assessments and classifications of people may be made based on how they speak. This booklet provides information that addresses many of the recurring questions underlying the recognition of dialects, ranging from questions asked out of curiosity to those asked as a basis for making an essential educational decision about a child's future. Some of the specific issues addressed are the following: (1) the origin of language differences and the main differences between dialects of English; (2) language standards and especially standard English'' in relation to certain groups of children who have been termed disadvantaged''; (3) the consequences of dialects in education and problems related to dealing with them; and (4) dialect differences and the broader community, including the question of eliminating differences among patterns of speech. A list of references is included. (Author/AMH)

ED 182 476 CE 023 991

*Tuttle, Francis T. Wall, James E.*

**Revitalizing Communities through Industry Services Programs. Critical Issues Series, No. 2.**

American Vocational Association, Washington, D.C.

Pub Date-79

Note-32p.

Available from-Special Publications, American Vocational Association, 2020 North Fourteenth Street, Arlington, VA 22201 (Order Number 10179, $3.00; discounts available on bulk orders).

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Community Development, *Industrial Training, *Job Development, Job Placement, *Job Training, Program Descriptions, *School Industry Relationship, *Statewide Planning

Identifiers-*Mississippi, *Oklahoma

This publication describes some of the basic features of state industry services programs, particularly those related to job training. It seeks to answer the following questions: How does an industry services program differ from more traditional vocational education programs? What types of training are provided? Who benefits? How are the activities of industry, state or local agencies, and community groups coordinated? What is the most efficient and effective way to run an industry services program? Two different statewide industry services programs are described, one in Mississippi and one in Oklahoma. (BM)

ED 182 533 CE 024 111

*Farris, Charlotte J.*

**Eliminating Sex Bias in Vocational Youth Organizations. Summary of Project MOVE's Camp Oswegatchie Program, July 8-14, 1978.**

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date-Jul 78

Note-31p.; For related documents see CE 023 593 and CE 023 595

Available from-Project MOVE, Dept. of Vocational and Technical Education, State University of New York College of Technology, 811 Court St., Utica, NY 13502 ($1.00)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Activities, Adolescents, *Changing Attitudes, Leadership Training, Participant Involvement, Program Evaluation, Secondary School Students, *Sex Discrimination, Sex Fairness, Sex Role, Sex Stereotypes, Social Change, *Student Attitudes, Student Opinion, Student Organizations, *Vocational Education, *Youth Clubs, Youth Leaders, Youth Programs

Identifiers-New York, Project MOVE

At a New York State Vocational Youth Clubs Leadership Camp activities on the topic of eliminating sex bias were conducted by Project MOVE (Maximizing Options in Vocational Education) staff to make club leaders more knowledgeable of the changing labor force and family roles, sex stereotyping and bias, and related legislation. A secondary objective was the assessment of materials and activities for a proposed program activity kit. One advisor and five student sessions were held during the five-day camp. In addition to sixteen activities conducted during these sessions, the project topic was extended through speaking and poster and knowledge quiz contents; a Dear Abby response board; and a suggestion box. The final session of the program involved student identification and the planning of activities to be implemented in home clubs for promoting sex fairness in education. Activities were evaluated by students immediately afterward and in a final evaluation at the end of the camp by advisors and project staff. A majority of male and female students evaluated the program positively. (Appendixes include a schedule of sessions, examples of activities, and evaluation results.) (YLB)

ED 182 687 CS 005 235

*Duncan, Patricia H.*

**Ethnography as a Methodology in the Study of the Parental Role in Reading.**

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - General (050)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Ethnography, Observation, *Parent Role, *Reading Development, *Reading Research, *Research Design, *Research Methodology

The study of the role parents play in the reading development of their children requires a methodology that is unobtrusive, humane, objective, and natural. Ethnography, with its corresponding technique of participant observation, offers these characteristics. The distinctive features of an ethnographic research design include: formulation of the research problem, selection of an area or society to study, an exploratory phase of ethnography, and the hypothesis testing phase. This last should make use of five basic guidelines: multiplicity of instances, of indexes, of tests, of hypotheses, and of phase-specific conditions. Systematic use of the methodology and design of ethnography should be very helpful in exploring the role of parents in reading. (TJ)

ED 182 752 CS 205 402

*Coutts, Herbert T. And Others*

**The Cardston School Division Project for the Improvement in the Language Arts Using ECRI Procedures.**

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Spons Agency-Cardston School Div. No. 2 (Alberta).; Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date-Jul 78
Note-170p.; For related document see CS 205 403
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Academic Achievement, Elementary Education, Foreign Countries, Inservice Teacher Education, *Language Arts, *Program Descriptions, *Program Evaluation, Reading Skills, Self Concept, Teaching Methods, Writing Skills
Identifiers-Canada (Alberta)

This is the final report of the Cardston School Division Project for Improvement in the Language Arts, a three-year project in Alberta, Canada, using Exemplary Center for Reading Instruction (ECRI) strategies and materials and having as its objectives the improvement of language arts teaching, student achievement in language arts, students' self-concepts and social relations, and the learning rates of all elementary school students in the division. Following an introductory section, the nine major sections of the report provide information relative to the following: elementary school pupil ability, achievement, and self-concept development in terms of grade score gains or losses and percentile rankings; the faithfulness and consistency of teachers to the ECRI training program and criteria; pupil mastery and speed of learning; the applied written composition of elementary school pupils through analysis and comparisons of measures of the quality and skill in the use of the mechanics of expression; scores and comparisons of the pupils on the Saskatoon Public School Handwriting Scale; a study of the possible outcomes of the project other than those being measured by formal observation and testing; pupil attendance rates; general conclusions reached by the external evaluation team; and recommendations made by that team. (FL)

ED 182 934 EC 123 181

*Ferris, Jean Fujishige, Carole*

**Do You Have a Child with Juvenile Rheumatoid Arthritis in Your Class?**

Arthritis Center of Hawaii, Honolulu.
Spons Agency-Hawaii State Dept. of Health, Honolulu.
Pub Date-Sep 78
Note-13p.
Available from-Arthritis Center of Hawaii, 347 N. Kuakini St., Honolulu, HI 96817
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Drug Therapy, Guides, Instructional Materials, Medical Treatment, *Physical Activity Level, Social Problems, *Special Health Problems, *Teacher Participation
Identifiers-*Juvenile Rheumatoid Arthritis

The booklet provides information to help teachers understand juvenile rheumatoid arthritis (JRA). JRA is a chronic disease involving one or more joint(s); its cause is unknown. The five types of JRA are monarticular, pauciarticular of young girls, pauciarticular of boys, polyarticular, and systemic. Aspirin is the main treatment medication and must be taken regularly, not only to control pain but also to control swelling. Activity is the key to avoid stiffness. Materials such as pencils sometimes need to be adapted to accommodate the disability and should be considered for any child with JRA in the classroom. Dependence should be guarded against as much as possible, as the goal is a normal childhood. (PHR)

ED 182 496 CE 024 033

*Mangano, R. Michael And Others*

**Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume II.**

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-79

Note-381p.; For related documents see CE 024 031-035

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-Auto Mechanics (Occupation), Basic Skills, Bibliographic Citations, Business Education, Career Education, Check Lists, Consumer Education, Curriculum, Custodian Training, *Disadvantaged Youth, Distributive Education, Drafting, *Educational Resources, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, *Instructional Materials, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Guides, *Resource Materials, *Vocational Education, Woodworking

Volume 2 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills/consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)

ED 182 515 CE 024 059

*Litchfield, Carolyn G.*

**A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational Education. Final Report.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70305

Pub Date-Jan 80

Grant-G007702290

Note-511p.; Parts of appendixes will not reproduce well due to small, light type

Pub Type- Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF02/PC21 Plus Postage.**

Descriptors-Administrative Personnel, *Administrator Selection, Affirmative Action, *Employer Attitudes, *Employment Practices, Equal Opportunities (Jobs), Evaluation, Females, Interviews, Literature Reviews, Personnel Policy, Recruitment, Research Projects, Self Concept, *Sex Discrimination, Sex Role, State Surveys, Teacher Attitudes, Teacher Promotion, *Vocational Education, Vocational Education Teachers, Work Attitudes

Identifiers-Kentucky

Components of a project to assess the reasons for the imbalance of women in administrative positions in vocational education were research, synthesization, and evaluation. Phase 1 of the five-phase research study, a literature review, identified internal and external barriers. Mail surveys in phases 2 and 3 identified attitudes, perceptions, and aspiration of Kentucky vocational education teachers toward accepting employment as administrators and of individuals who hire administrators for vocational education. Phase 4, an interview study, identified policies and practices regarding the employment of vocational administrators. Phase 5 consisted of employer evaluations of matched resumes to identify biased attitudes in administrator selection. The obtained data and input from an advisory committee and consultants were utilized to develop realistic strategies and a plan of action to eliminate the imbalance of women in the administration of vocational education in Kentucky. Project results were evaluated in two stages. Evaluation of the research component in stage 1 was performed by a consultant with demonstrated expertise in the areas of attitude assessment and survey research. Evaluation of the synthesization component in stage 2 was performed by a consultant with expertise in administration and sex equity. (Instruments are appended.) (Author/YLB)

ED 182 595 CE 024 280

*Kinne, Bruce*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-4, Piping Inspection.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-39p.; Small, light type in some of the figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, *Plumbing, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of eight modules for a course titled Mechanical Inspection describes the classifications of pipe and fittings, the types of connections used in the installation of piping systems, the typical marking schemes, the preinstallation and installation verifications, and the tests of the completed installation. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 617 CG 014 102

*Holland, John L.*

**The Influence of Vocational Interest Inventories: Some Implications for Psychological Testing.**

Pub Date-4 Sep 79

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Bias, *Interest Tests, Occupational Tests, *Psychological Tests, *Psychologists, Public Opinion, Sex Discrimination, State of the Art Reviews, *Testing, *Vocational Interests

The impact of psychological testing on the public is explored. Topics discussed include a review of the controversy over interest inventories, what has been learned from the research and from the political activity that was enacted relative to employment/admission testing, and some ideas for increasing the ability to cope more readily with current controversies over tests and inventories. Conclusions indicate a need for psychologists to concentrate not only on inventory reliability and construct validity but also on the improvement of their public image. (Author/BMW)

ED 182 800 EA 012 255

**Administration of Mainstreaming. The Best of ERIC on Educational Management, Number 49.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Role, Annotated Bibliographies, Cooperation, Elementary Secondary Education, *Handicapped Students, *Mainstreaming, Principals, Problems, *Program Administration, Program Evaluation, Teacher Attitudes
Identifiers-*Education for All Handicapped Children Act

The twelve items in this annotated bibliography are entries in the ERIC system intended to be helpful to those implementing mainstreaming programs. The publications cited discuss promising practices concerning mainstreaming, strategies to use when a mainstreamed child presents a problem, punishment for mainstreamed children, evaluation of mainstreaming programs, a philosophical analysis of the concept of the least restrictive alternative,'' and factors related to teacher attitudes toward mainstreamed children. The publications also cover the results of National Education Association hearings concerning mainstreaming, problems arising from mainstreaming and their solutions, practical tips on implementation, supplemental services for mainstreamed children, the implications of mainstreaming for cooperative learning, and results on one school's four years of experience with mainstreaming. (JM)

ED 182 894 EC 122 987

**Comprehensive Training Program for Infant and Youqg Cerebral Palsied Children. Final Report.**
Curative Rehabilitation Center, Milwaukee, Wis.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-444BH80045
Pub Date-Jun 79
Grant-G007801635
Note-106p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Cerebral Palsy, *Early Childhood Education, *Information Dissemination, Program Descriptions, *Program Development, *Program Planning, *Workshops
Identifiers-Final Reports, *Handicapped Childrens Early Education Program

The document presents the program performance report for the Handicapped Children's Early Education Program, a project to arrange workshops on providing training for young cerebral palsied children. A chart lists the outcomes of 31 program objectives such as reviewing the literature to determine existing means of evaluating cognitive and prelinguistic skills of cerebral palsied children. Appended materials, which make up the bulk of the document, include the following: charts with information on replication sites, staff, and children served; a list of agencies/persons participating in project lectures, consultations, and presentations and receiving project program materials; workshop participants' lists; written reports and statistical data from evaluation of gains in knowledge of 6 day workshop participants; and a report on consultant activities. (SBH)

ED 182 982 FL 010 680

*Afendras, Evangelos A.*

**Diffusion Processes in Language: Prediction and Planning.**

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-70

Note-31p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Code Switching (Language), Diachronic Linguistics, *Diffusion, Futures (of Society), *Innovation, Language Maintenance, *Language Planning, *Language Research, Language Variation, Linguistic Borrowing, *Linguistic Theory, *Predictor Variables, Sociolinguistics

Identifiers-Language Contact

A unifying methodology of diffusion studies is presented treating geographical, sociological, and historical phonomena of language within the same framework. Patterns of linguistic innovation and the social and psychological motivations for such a change, both in the individual and in society, are summarized in their functions as predictors of language diffusion. The theory and method of language diffusion examined in this multi-dimensional, interdisciplinary framework provide the means for a quantitative analysis and simulation with a view of forging precise methods of language planning. The manner in which an individual adopts an innovation is precisely delineated on Rogers' model (1962). Hagerstrand's matrix of social communication (1962) provides the basis for the discussion of the geographical aspects of language diffusion. These and other on-going studies should soon produce a model for prediction of language diffusion that in turn will be effective in planning language policies. (PMJ)

ED 182 666 CG 014 170

*Marks, John B.*

**Work From the Point of View of the Voluntarily Unemployed.**

Oregon Univ., Portland.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-3 Sep 79
Grant-1-R01-MH17253-01
Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adjustment (to Environment), Antisocial Behavior, *Behavior Patterns, *Conformity, Individual Characteristics, Individual Differences, *Life Style, Males, *Unemployment, *Work Attitudes

Work attitudes of voluntarily unemployed males were investigated. Young men from four different alternative life style groups hippies, bikers, surfers, and criminals whose lives did not include work, and matched workers were interviewed and briefly tested. Data concerning their activities and attitudes were examined, the 88 variables showing differences among the groups were intercorrelated and the matrix factor analyzed. Factors were found which reflected work attitudes important in all groups, including conformity to work scheduling and the views of work as requirement for livelihood or as enjoyment. Other factors reflected patterns associated with membership in the different groups. (Author)

ED 182 775 CS 502 762

*Stillman, JeriJayne W. Hersley, Wayne E.*

**She Wore a Flower in Her Hair: The Effect of Ornamentation on Nonverbal Communication.**

Pub Date-Apr 80

Note-23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Behavioral Science Research, Food Service, *Interpersonal Relationship, *Nonverbal Communication

Identifiers-*Communication Research, *Tips, Waiters Waitresses

Six waitresses in a restaurant of a large midwestern city agreed to participate in a study of the nonverbal effects of ornamentation. The hypothesis was that diners would leave larger tips for a waitress who wore a flower in her hair than for the same waitress without a flower. During the four nights that data were collected, the waitresses alternated two nights with and two nights without wearing flowers. The data show that the amount of tip substantially increased when a waitress wore a flower in her hair. Separate analyses revealed that each waitress could expect to receive an average of $0.26 more per person when wearing the flower. While some waitresses increased their tips more than others, every waitress increased in the predicted direction. (RL)

ED 182 825 EA 012 433

**Pressure Pot Communications. Development of Skills to Handle. Professional Development Program.**

Association of California School Administrators.

Pub Date-Jan 80

Note-52p.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Change Strategies, *Communication Skills, Elementary Secondary Education, Evaluation Criteria, Interpersonal Relationship, *Principals, *Professional Development, *Questionnaires, *Records (Forms), Staff Meetings, Teacher Administrator Relationship, Teacher Evaluation, *Worksheets

A collection of learning materials is assembled for participants at a professional development program. Aimed at administrators, the program goals are to improve interpersonal relationships by developing communication skills. Among the items included are a questionnaire to help participants analyze their present management style; checklists concerning employee communications and principals' community relations; a form to analyze how participants communicate with others in face-to-face situations; an exercise in selecting teacher performance evaluation criteria; and a typology of organizational styles. (Author/MLF)

ED 182 849 EA 012 483

*Speed, Noel Eric*

**Decision Participation and Staff Satisfaction in Middle and Junior High Schools That Individualize Instruction.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-TR-521

Pub Date-Aug 79

Grant-OB-NIE-G-78-0217

Note-228p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Analysis of Variance, Behavior Theories, *Decision Making, Factor Analysis, *Individualized Instruction, *Job Satisfaction, Junior High Schools, Middle Schools, Multiple Regression Analysis, Questionnaires, Social Systems, Tables (Data), *Teacher Morale, *Teacher Participation

The major purposes of this study were (1) to determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) to relate decision participation to teachers' job satisfaction; (3) to relate selected personal and situational variables to decisional participation; and (4) to identify teachers' perceptions of who is and who should be involved in making selected educational decisions. The conceptual foundations for the study were social systems theory, decision theory, and the literature pertaining to individually guided education and job satisfaction. Data were collected on site in ten middle and junior high schools located in seven different states, and included 242 teacher respondents. The instrumentation consisted of a personal data questionnaire, the Decision Participation Analysis questionnaire, and the Job Satisfaction Survey . Among the major conclusions were that teachers want collegial decision-making groups at both technical and managerial levels to have more say in the decision-making process and that teachers differentiate decisional issues as either technical or managerial according to their relevance to each functional level within a school. (Author/MLF)

ED 182 915 EC 123 088

*Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Borrowing in Subtraction (Regrouping).**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Grant-G007503411

Note-45p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Arithmetic, Elementary Education, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, *Subtraction, Teaching Guides, *Teaching Methods

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students borrowing (regrouping) in subtraction. In addition to detailed teaching instructions and accompanying tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

ED 182 957 EC 123 281

*Grosek, Robert J.*

**Abbreviated Form of the Broome Functional Behavior Checklist. Technical Report 80-01.**

Broome Developmental Center, Binghampton, N.Y.
Pub Date-Feb 80
Note-14p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adjustment (to Environment), Adolescents, Adults, *Behavior Rating Scales, Exceptional Child Research, *Mentally Handicapped, *Prediction, *Test Validity
Identifiers-*Broome Functional Behavior Checklist

The study involving 20 retarded adolescents and adults was designed to develop a rapid screening instrument predictive of a client's overall level of functioning. Using the Broome Fuqctional Behavior Checklist, information was collected on each of the S's adaptive behaviors. The concept of using a subtest of items on a functional profile to make an inference about a client's general level of fuqctioning appeared to be feasible from the data collected in the study. Tables with statistical data are appended as well as a copy of the Broome Functional Behavior Checklist Abbreviated Form. (SBH)

ED 182 421 CE 023 462

*Robbins, J. Nevin, Ed.*

**1979 Directory of Resources for the Education of Adults. Information Series No. 174.**

Adult Education Association of U.S.A., Washington, D.C.; ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0122

Note-251p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.00).

Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-Adult Basic Education, *Adult Education, *Adult Education Programs, Adults, Bibliographies, Community Education, Directories, Handicapped, High School Equivalency Programs, *Human Resources, Independent Study, Instructional Materials, Minority Groups, Older Adults, *Organizations (Groups), *Program Development, Resource Guides, *Resource Materials, Staff Improvement, Volunteers, Womens Education

This directory addresses the needs of individuals and organizations for resources to improve their contribution to adult education and training. It is comprised of twenty-two chapters in four parts. The two chapters in Part 1, Introduction,'' provide background information on the directory and adult education. The ten chapters in Part 2, Guide to Resources,'' present resource ideas, suggestions, and references. Chapters 3-8 deal with common processing in educational programs: program management, funding, instruction/learning, materials selection, professional development, and problem solving. Chapters 9-12 focus upon special learner populations: handicapped individuals, non-English speaking learners, older learners, and self-planning learners. Each of the ten chapters in Part 3, Human, Organizational, and Material Resources,'' identifies diverse resources and presents information about the various resource persons, organizations, or materials and describes how the reader may gain access to those resources. Resources include advisory councils, associations, educational programs for adult educators, governmental organizations information/resource centers, research/development centers, special purpose organizations, publishers, periodicals, and selected bibliographies. The two indexes in Part 4 identify the resource persons, organizations, and topics presented throughout the directory. The subject index classifies resources by chapter, section, and subsection headings; the general index lists resources and headings alphabetically by name. (CSS)

ED 182 439 CE 023 746

*Lillo, Robert E. Soffiotto, Nicholas S.*

**Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level III.**

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date-Oct 79

Note-486p.; Not available in paper copy due to broken type. For related documents see CE 023 743-745.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors-Career Exploration, Course Content, Curriculum Guides, *Electricity, *Electronics, Grade 10, *Industrial Arts, *Industrial Education, Learning Activities, Learning Modules, Occupational Information, Safety, Teaching Guides, Teaching Techniques, Units of Study

Identifiers-California

Designed for students in the tenth grade, this electricity/electronics curriculum guide contains instructional modules for sixteen units of instruction: (1) orientation, (2) introduction to electricity/electronics, (3) electricity/electronics safety, (4) fundamental skills, (5) direct current circuits, (6) graphical illustrations, (7) circuit evaluation, (8) electrical energy and power, (9) project fabrication techniques, (10) alternating current fundamentals, (11) instrumentation, (12) capacitance, (13) inductance, (14) circuits, (15) vacuum tubes and solid-state electronics, and (16) exploring occupations in electricity and electronics. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the uqit, time allocation, unit goal, uqit objectives, evaluation, instructor references, unit overview, suggested presentation hnts/methodology, supplemental activities and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA)

ED 182 458 CE 023 899

*Davis, Ellen Rulseh*
**WBVTE Talent Pool/Job Bank Model. Five Month Report.**
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Grant-G007605295
Note-65p.; Not available in paper copy due to light and broken type; For a related document see CE 023 894
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Personnel, Computer Oriented Programs, *Employment Services, *Females, Information Systems, *Job Placement, Manpower Needs, Minority Groups, Models, Recruitment, *Vocational Education
Identifiers-*Job Banks, Publicity

This report summarizes steps in the evolution end implementation of a computerized talent pool/job bank model developed primarily to assist women and minorities in the identification of and placement in leadership positions in vocational administration. Included in the report are chapters on recruiting participants for the talent pool, encouraging employers to list available jobs with the job bank, and publicizing programs throughout vocational education. Specific manual applicant and job referral processing procedures such as applications, followup phone call formats, letters, job bank and job availability information bulletins, and status of participation'' forms are included, as are computerized talent pool/job bank applicant code sheets, users guides, and job bank retrival forms. Promotional materials, such as leadership training and development workshops, and policy statements, ranging from leadership definitions to talent pool eligibility criteria are contained in the document. The concluding chapter contains a summary of the 1977 summer pilot program evaluation. (MEK)

ED 182 477 CE 023 992

*Trapnell, Gail*
**Designing Programs for Marketing and Distributive Education.**
American Vocational Association, Washington, D.C.
Pub Date-79
Note-16p.
Available from-The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, VA 22201 (Order Number 10479).
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Curriculum Development, Delivery Systems, *Distributive Education, *Marketing, Postsecondary Education, *Program Design, *Program Planning, Secondary Education, *Teaching Methods

Written primarily for those who influence vocational program planning and design in high schools, community colleges, and area vocational-technical centers, this guide is intended to help in designing marketing and distributive education programs. It can also be useful to guidance counselors, public information directors, businessmen, and teacher educators. This guide provides discussion and information on the following topics: what marketing and distributive education is; contributions of marketing and distributive education to society; instructional framework for marketing and distributive education programs; curriculum options; client groups; types of instruction; organizational plans; delivery systems; and unlimited program design options. (BM)

ED 182 552 CE 024 186

*Stone, Naomi Spence, Patricia*

**Team Approach for Occupational and Useful Career Education Humanized.**

Independent School District 793, Staples, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-OEC-0-73-5243
Note-206p.; Not available in paper copy due to colored paper and thin type
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Career Development, *Career Education, Class Management, *Course Content, *Curriculum Development, Educational Alternatives, Formative Evaluation, *Home Economics Education, Humanistic Education, *Humanization, Needs Assessment, Occupational Guidance, Occupational Home Economics, Program Development, Program Planning, Resource Materials, Self Concept, *Student Needs, Teaching Guides, Teamwork
Identifiers-Project TOUCH

Developed for teachers seeking an alternative classroom approach that develops students' life skills, this manual introduces, describes, and facilitates the implementation of TOUCH (Team Approach for Occupational and Useful Career Education Humanized). Parts 1 and 2 introduce and

define TOUCH as an instructional process which uses subject area content to provide students with educational experience in development of self-concept, career guidance, and community living. ( Useful'' is expanded to its proper scope: home economics education.) Part 3 provides example methods which the teacher can adopt or adapt to implement the TOUCH process. A flow chart sequence, teacher checklist, and detailed instructions, suggestions, and alternatives are provided to guide the teacher through the three stages: preliminary planning, class assembles, and continuous evaluation. Development of an access system to resources and a student management plan is emphasized. Part 4 discusses the role of the teacher as a facilitator. Part 5 presents literature and research support for the TOUCH process. (An extensive appendix contains major teaching tools, including various attitude, needs, and self-concept assessment instruments. A guide for the use of the Home Economics Access System, TOUCH-DEX, is also provided.) (YLB)

ED 182 573 CE 024 258

*Espy, John Selleck, Ben*
**Nuclear Technology. Course 27: Metrology. Module 27-6, Calibration.**
General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-48p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Calibration, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of eight modules for a course titled Metrology describes the principles on which calibration programs are developed, no matter which instruments are included in the calibration program. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 642 CG 014 140

*Cooper, Harris M. And Others*

**Understanding Pygmalion: The Social Psychology of Self-Fulfilling Classroom Expectations.**

Missouri Univ., Columbia. Center for Research in Social Behavior.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-NSF-BNS78-08834
Note-88p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Academic Achievement, Behavior Patterns, Elementary Secondary Education, *Expectation, *Feedback, Models, *Performance Factors, Reinforcement, Research Projects, *Student Behavior, *Teacher Attitudes, Teachers

Extensive research has been conducted examining the effects of teacher expectations on student performance, revealing reasonably consistent patterns of differential behavior by teachers toward high and low expectation students. Few theories which integrate isolated research findings into a causal sequence have emerged, however. One such model outlines the process through which teacher expectations may sustain student performance by proposing that teachers more frequently use negative affectively valenced feedback to low expectation students as a mechanism for interaction control, while high expectation students more frequently receive feedback based on their effort expenditure. These different evaluation contingencies lead to a lesser belief on the part of lows than highs that effort will influence academic outcomes. As with learned helplessness effects, differences in effort-outcome covariation perceptions may lead to less persistence and more failure on the part of lows than highs, thus sustaining poor performance. Support for several aspects of the model comes from varying sources, including this first attempt to test the entire hypothesized sequence within the same system of naturally-occurring teacher-student relations. (Author)

ED 182 709 CS 005 263

*Marsh, George And Others*

**Relationship between Cognitive Developmental Reading Strategies and Conservation and Reading Achievement.**

Pub Date-Feb 80

Note-7p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cognitive Development, Cognitive Measurement, Cognitive Processes, Criterion Referenced Tests, Elementary Education, *Reading Achievement, Reading Processes, *Reading Research, *Reading Tests, *Test Validity

A study was undertaken to determine if a criterion referenced test based on a Piagetian stage model of reading acquisition was related to grade level, to a standardized reading achievement test, and to a test of cognitive developmental level. Sixty first, second, and third grade children were administered a comprehensive test of basic skills. They were then given a Piagetian test of conservation, as well as a criterion referenced test made up of real and nonsense words in a sentence context that was designed to diagnose cognitive developmental reading level. The sentences containing the key words were presented in two alternate forms: one involving a production task (pronouncing the words) and one involving a multiple choice judgment task. The various tests were administered in several sessions, with the order of administration counterbalanced across subjects. The results provided support for a cognitive developmental approach to reading acquisition. The criterion referenced production test based on a cognitive developmental model showed a significant relationship to age-grade level, to a standardized measure of reading achievement, and to cognitive developmental level as indexed by the Piagetian conservation measure. The multiple choice judgment task did not show a significant developmental change. (FL)

ED 182 731 CS 005 293

**Knowledge Base of Research and Development Outcomes in Reading. Third Edition.**

Northwest Regional Educational Lab., Portland, Oreg.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date- 77

Contract-400-76-0092

Note-112p.

Available from-Regional Exchange, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (single copies available for cost of reproduction)

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cloze Procedure, Effective Teaching, Elementary Secondary Education, *Program Descriptions, Program Evaluation, Reading Comprehension, *Reading Instruction, *Reading Programs, *Reading Research, Research Projects, *Research Utilization, Teaching Methods, Textbook Evaluation

Identifiers-Linking Agents, *Research and Development Utilization Program

This reading resource catalog is intended for teachers, administrators, and others looking for effective reading programs. The first section of the catalog presents six summaries of recent reading research with direct application for teaching practice. Topics covered are: choosing a textbook to improve student comprehension, using the cloze procedure to match books to students, how to be an effective teacher, organizers for comprehension, syllabication, and teaching students to comprehend. The second section contains descriptions of 59 reading programs with proven effectiveness for use with students at the preschool, primary, intermediate, junior high, and senior high/adult levels. An appendix contains a rating sheet to aid in the review and selection of programs. (FL)

ED 182 874 EC 122 791

*Roth, Martin R. Hermus, Gary P.*

**Developmental Plan Handbook for Community Skills Training (TACL, Training Adults for Community Living).**

Staten Island Developmental Center, N.Y.

Pub Date 79

Note-500p.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF02/PC20 Plus Postage.**

Descriptors-Adults, Contingency Management, Curriculum Guides, *Daily Living Skills, *Developmental Disabilities, *Mentally Handicapped, Normalization (Handicapped), *Self Care Skills, *Student Evaluation, *Task Analysis

Based on behavioral principles, the handbook is designed as both an assessment tool and curriculum guide for training community living skills to mentally retarded and developmentally disabled individuals. Behavioral Programing Scales are provided to record baseline data, where the client receives no assistance. These scales cover all program activities and represent a task analysis. The Attainment Section'' includes specific interventions which have been successful in teaching the steps outlined in the task analysis. Each task is divided into four parts condition, behavior, command, criterion. The scoring key at the front of each section reflects the transition from physical assistance to verbal prompting to independence. Eight sections cover the following areas (examples of specific skills within areas are in parentheses): personal management (washing hands, showering); housekeeping skills (dusting furniture, ironing); kitchen skills (table setting, table cleaning); street safety (street crossing); travel skills (using the public bus); functional academics (color matching, writing name); leisure skills (puzzle assembly); and community skills (supermarket shopping). (SBH)

ED 182 935 EC 123 182

*Mitchell, Sidney T.*

**Application of Early Childhood Education to the Training of Developmentally Disabled Persons (A Model for Training Trainers).**

University of Central Arkansas, Conway.

Pub Date- 79

Note-9p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Day Care Services, *Developmental Disabilities, *Early Childhood Education, Higher Education, *Inservice Teacher Education, *Mentally Handicapped, Performance Based Teacher Education, *Program Descriptions

Identifiers-*Arkansas

An Arkansas project is providing on site competency based training to undergraduate and graduate level personnel of day service centers serving mentally handicapped and otherwise developmentally disabled persons. The program has included five training components: (1) academic courses in early childhood education, (2) an exchange of ideas between day service center personnel within the state through a visitation program, (3) the exchange of exemplary lesson plans and motivational techniques between centers, (4) visitation to other states for the purpose of gaining innovative ideas and techniques, and (5) methods of parent education. Strengthening of the parent education component, development of on site miniworkshops, and increased emphasis on application of early childhood education theory to age appropriate activities are planned for the third year of the project. (DB)

ED 183 003 FL 010 933

*Griffin, Peg, Ed.*

**Assessing Comprehension in a School Setting. Linguistics and Reading, Series: 3. Papers in Applied Linguistics.**

Center for Applied Linguistics, Arlington, Va.

Pub Date-78

Note-126p.

Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($6.95)

Pub Type- Collected Works - Serials (022) - Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Cloze Procedure, Elementary Secondary Education, Group Tests, Individual Tests, Instructional Design, *Miscue Analysis, Psycholinguistics, Reading, *Reading Comprehension, *Reading Instruction, Reading Skills, *Reading Tests, Semantics, Syntax, *Test Construction, Testing, Test Interpretation

This book is intended to help instructors construct reading tests. All the chapters are concerned with viewing two complementary aspects of the written text materials that is used as the base for testing: (1) the relations that hold among the parts of a written text that occur together; and (2) the fact that each word in a text plays certain roles in the language as a whole and is subject to certain restrictions on how it can be used in any text of the language. These two aspects of language are basic to modified cloze test building and modified miscue test building, the kinds of tests treated in the chapters in this book. The following topics are developed: (1) cloze testing and reading; (2) building a group test; (3) interpretation of test results; (4) teaching strategies related to a reading test; and (5) building an individual test. The appendices include a sample passage, samples of construction worksheets, and the passages used in constructing the sample cloze tests. A bibliography is included. (AMH)

ED 182 534 CE 024 112

*Farris, Charlotte J.*
**Project MOVE Program Planning Kit.**
State Univ. of New York, Utica.
Pub Date-79
Note-49p.; Some pages will not reproduce well due to small, light type
Available from-C. J. Farris, State University of New York College of Technology. Department of Vocational and Technical Education, 811 Court Street, Utica, NY 13502 ($1.50).
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Changing Attitudes, Group Activities, Groups, Guidelines, Individual Needs, Objectives, Participant Characteristics, Personal Interests, Program Design, Program Guides, *Program Planning, Sex Discrimination, Sex Role, *Sex Stereotypes, *Vocational Education, Worksheets
Identifiers-Project MOVE

This program planning kit contains information and activities on evaluation, change, leadership, and sex stereotyping which provided the basis for planning Project MOVE (Maximizing Options in Vocational Education) programs but which can be generalized and adapted for use in planning other programs. Assumptions ano guidelines based upon theory and research are provided to aid in planning, presenting, and conducting acceptable, effective programs. Five important steps in planning and conducting a program are then outlined: (1) planning for the audience, (2) developing program objectives, (3) planning the program, (4) planning for evaluation, and (5) giving attention to details. Both blank and sample program planning worksheets are provided. Examples of possible activities developed by Project MOVE staff provide directions and materials for six activities which can be modified for various kinds of groups. These activities, most of which deal with awareness of sex stereotyping, are titled as follows: Man and Woman,'' Voting,'' Storming Limitations,'' Pat's Plans,'' Great American Stereotype,'' and Yes, But....'' Other materials are a knowledge quiz and examples of possible fact sheets concerning sex stereotyping. (YLB)

ED 182 618 CG 014 103

*Kolotkin, Richard A.*

**Response Generalization Following Assertive Training: Yes, the Response Does Generalize.**

Pub Date-Sep 79
Note-45p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Assertiveness, Behavioral Science Research, *Behavior Patterns, *Communication Skills, Emotional Response, *Generalization, Intervention, Research Projects, Social Attitudes, *Transfer of Training
Identifiers-*Responses

The contribution of a structured procedure designed to facilitate the generalization of assertive behavior was examined. Subjects solicited from the community (N 48) were assigned to an assertion training plus generalization instructions (AT Plus), an assertion training only (AT Only), or an attention-placebo control condition. Both behavioral assessments, suing a procedure specifically developed to assess generalization, and self-report measures of assertion were included. While self-report data failed to suggest differential treatment effects, videotape data clearly showed the behavioral superiority of experimental subjects in response to training stimuli. The data further suggested that training had generalized across responses classes for experimental subjects at both post-treatment and follow-up. Surprisingly, those in the AT Only group showed more transfer than did those in the AT Plus condition. It was concluded that generalization may occur following assertion training, and that the use of programmed generalization procedures may be counterproductive. (Author)

ED 182 688 CS 005 238

*McClure, Erica Steffensen, Margaret S.*

**A Study of the Use of Conjunctions across Grades and Ethnic Groups. Technical Report No. 158.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-76-0116
Note-43p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Developmental Stages, Elementary Secondary Education, English Instruction, Ethnic Groups, *Function Words, Grade 3, Grade 6, Grade 9, *Language Ability, Language Research, *Language Skills, *Language Usage, *Racial Differences, *Skill Development, Structural Grammar
Identifiers-*Center for the Study of Reading IL

Children's use of conjunctions was examined for linguistic complexity, developmental differences, and ethnic differences. Third, sixth, and ninth grade Anglo-American, Black, and Hispanic students completed sentence fragments ending in and,'' but,'' because,'' and even though.'' These conjunctions can be paired and-but'' and because-even though,'' thereby making the second member of each pair the negative of the first. The positive member of each pair proved to be easier to master than the negative one, with the overall order of difficulty (from easiest to hardest) being because-and-but-even though. This order of difficulty was constant across grades and ethnic groups. All ethnic groups showed improvement in the use of conjunctions between third and ninth grades; but Anglo-American students achieved effective mastery of each conjunction earliest, while Hispanic students achieved mastery latest. (Author/RL)

ED 182 753 CS 205 403

*Coutts, Herbert T. And Others*

**The Cardston School Division Project for the Improvement in the Language Arts Using ECRI Procedures. Summary Report.**

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Spons Agency-Cardston School Div. No. 2 (Alberta).; Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date- 78

Note-27p.; For related document see CS 205 402

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Academic Achievement, Elementary Education, Foreign Countries, Inservice Teacher Education, *Language Arts, *Program Descriptions, *Program Evaluation, Reading Skills, Self Concept, Teaching Methods, Writing Skills

Identifiers-Canada (Alberta)

This is a summary of the final report of the Cardston School Division Project for Improvement in the Language Arts, a three-year project in Alberta, Canada, using Exemplary Center for Reading Instruction (ECRI) strategies and materials and having as its objectives the improvement of language arts teaching, student achievement in language arts, students' self-concepts and social relations, and the learning rates of all elementary school students in the division. The 11 sections provide information relative to the following: motivation for the project; background and description of the ECRI training program; pupil development in ability, achievement, and self-concept over the three years of the project; pupil learning rate and retention over the three years of the project; a written composition study; a handwriting study; an attendance rates study; parent and teacher reactions to the program; possible outcomes of the project other than those evaluated through formal observation and testing; and general outcomes of the project. (FL)

ED 182 958 EC 123 354

*Ambrose, Bernadette, Ed.*

Child Abuse and Neglect: Social Service Reader I State Univ. of New York, Albany. School of Social Welfare.

Spons Agency-New York State Dept. of Social Welfare, Albany.; Social and Rehabilitation Service (DHEW), Washington, D.C.; State Univ. of New York, Albany. Research Foundation.

Pub Date-77

Grant-47-P-L0452/2-01

Note-412p.

Pub Type- Collected Works - General (020)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors-*Child Abuse, Commuqity Agencies (Public), *Family Problems, Identification, *Intervention, *Neglected Children, Parent Counseling, Social Services, *Social Workers

Intended to provide new caseworkers with an introduction to child abuse and neglect, the two part document presents information from a multidisciplinary perspective. Twenty-three articles in the first book and seven in the second are included on the social worker's role, assessment and counseling of abusive and neglecting parents, the impact of abuse and neglect on the child, community involvement, and the interview. Articles have the following titles and authors: Historical and Charaterological Aspects of Child Abuse and Neglect'' (E. Sherman); Helping People Who Cannot Manage Their Own Lives'' (I. Kaufman); The Abused Parent of the Abused Child'' (S. Wasserman); Working with the Parent in Child Abuse Cases'' (S. Holmes); World of Abnormal Rearing Cycle'' (R. Helfer); Parents Who Hate'' (L. Young); The Concept of Authority and Its Use in Child Protective Service'' (S. Yelaja); The Use of Self'' (M. Didier); Dysfunctions of Parenting: The Battered Child, The Neglected Child, The Exploited Child'' (R. Galdston); The Abused Child'' (S. Zalba); Prevalent Types of Neglectful Mothers'' (N. Polansky); Training Program in Child Abuse and Neglect Needs of Children Summary'' (J. Ives); Children's Play Characteristic of Different Ages'' (A. Gesell); Composite Developmental Inventory for Infants and Young Children'' (American Medical Association); When to Suspect Child Abuse'' (V. Fontana); The Enmeshment-Disengagement Cycle'' (S. Minuchin); Creaming the Poor'' (S. Miller); Concepts of Community: Is It a Where, a When, or a How'' (A. Panzetta); Community Organization in the Direct Service Agency'' (V. Sieder); Community Resources and Protective Service Work in Child Welfare'' (S. Pflanczer); Parent Rehabilitation and Enrichment Program'' (B. Ambrose); Away with the 'Bedside Manner'!'' (S. Jourard); and Interviewing Techniques in Probation and Parole'' (H. Hartman). The second volume presents seven articles: Applications of Transactional Analysis to the Problems of Child Abuse and Neglect'' (E. Sherman, Jr.); Treatment of Abusive and Neglectful Families'' (S. Wells); Incest: A Beginning Look at Assessment and Treatment'' (J. Kilroy); What Separation Means to a Foster Child'' (M. Didier); What the Separation Process Means to the Foster Care Worker'' (M. Didier); Caseload Management in Local Departments of Social Services'' (S. Pflanczer); and Roles, Patterns, and Process in Supervision'' (M. Didier). (CL)

ED 182 667 CG 014 209

*Fredricksen, Marlene Swan, Robert*

**Developing Career Center Resources for Faculty Use. Module 33.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-123p.

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Community Colleges, *Educational Resources, *Faculty, *Guidance Personnel, Junior Colleges, *Material Development, *Resource Centers, Resource Materials, Secondary Education, Student Personnel Workers, *Teacher Programs

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who are responsible for career resource centers in secondary schools and community colleges. The goal of this module is to help participants: (1) organize career resource centers for faculty use; (2) become aware of resource materials; and (3) learn about materials to collect, evaluate, and develop for classroom use. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

ED 182 776 CS 502 789

*Mayer, Michael E.*

**Congress and the Studies Counterplan.**

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Debate, *Decision Making, *Government Role, Higher Education, *Persuasive Discourse, Policy Formation, *Speech Communication

Identifiers-*Congress

The studies counterplan, frequently used as a debate strategy by the negative, is unlikely to produce the desired effect in the United States Congress, its frequently mentioned target. First, Congress tends to move slowly, which implies that an optimal solution determined by a studies counterplan may not be adopted soon after the completion of the studies. Second, constituent pressure is unlikely to change Congressional attitudes on important issues. Constituents generally do not replace incumbents because voters are often uninformed about the issues. Paradoxically, when constituents are effective in altering Congressional attitudes, the result is often irrational'' policy. Third, Congress tends to respond in one of two ways to experiments on public policy. Either Congress may enact the policy before completion of the studies, or Congress may ignore the results of the inquiries. Finally, Congress holds values that are likely to result in what debate judges would consider to be irrational policies. Thus, Congress is not likely to use the information provided by the studies counterplan, so the studies counterplan is a bankrupt policy. (TJ)

ED 182 826 EA 012 434

*Cresswell, Anthony And Others*

**School Business Management Techniques: A Compendium.**

Spons Agency-New York State Association of School Business Officials, Albany.; State Univ. of New York, Albany.
Pub Date-Jan 80
Note-96p.
Available from-New York State Association of School Business Officials, 111 Washington Avenue, New York, NY 12110 ($5.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrator Guides, Cost Effectiveness, Critical Path Method, *Data Analysis, *Decision Making, *Educational Administration, Elementary Secondary Education, Game Theory, Graphs, Linear Programing, Management by Objectives, *Management Development, Management Education, Management Information Systems, *Management Systems, Multiple Regression Analysis, Operations Research, *Organizational Development, Program Budgeting, Programing, Simulation, Statistical Analysis, Systems Analysis

The intent of this document is to describe approximately 30 management science and organizational behavioral techniques with practical applications in school business management. Each technique is described by the mechanics of using the technique, specific applications of the technique, and requirements and constraints in the use of the technique. The use of technical language is avoided, and the document is focused for use by practitioners. The compendium is divided into five basic sections: (1) general management techniques, (2) data analysis techniques, (3) decision-making techniques, (4) planning techniques, and (5) management and organizational development techniques. The compendium contains suggested further readings for all topics. (Author/MLF)

ED 182 895 EC 122 988

*Witkowsky, Jack Cronin, Joseph M.*

**The Illinois Primer on Individualized Education Programs.**

Indiana State Office of Education, Springfield. Dept. of Innovative Education.; Regional Resource Center 7, Peoria, Ill.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Note-139p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Curriculum Design, *Curriculum Development, Federal Legislation, *Handicapped Children, *Individualized Programs, *Instructional Design, Interdisciplinary Approach, State Legislation, *State Programs

Identifiers-*Illinois

The document, half of which consists of appendixes, discusses the development and implementation of individualized education programs (IEPs) for handicapped children in the state of Illinois. A sequential presentation of the Illinois rules and regulations applying to IEPs is provided. and the major mandated steps in the development if IEPs are covered, from initial screening through program evaluation. An 18 step model for developing a written IEP is presented, and both mantated and recommended components of an IEP are described. In keeping with the mandated multidisciplinary team approach to the IEP process, roles and responsibilities are defined for the following groups of special education personnel: directors of special education, principals, representatives of state operated or private programs, school psychologists, speech and language clinicians, special and regular education teachers, school social workers, school nurses, guidance/special education couqselors, vocational/career educators, parents, and personnel providing other related services. Some critical issues pertaining to the IEP process are examined in question and answer format. Appendixes include sample IEP program forms, a glossary of terms, lists of national and Illinois organizations, names and addresses of Illinois IEP Task Force members, and references. (DLS)

ED 182 916 EC 123 089

*Tipton, Fern S. Kingston, Neldon*

**Initial Learning in Mainstreaming Project: Least Common Denominator.**

Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Note-55p.; Best available copy; For project final report, other teaching manuals, and tests, see EC 123 081-091

Available from-School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Arithmetic, Elementary Education, *Fractions, *Handicapped Children, *Mainstreaming, *Mathematics Curriculum, *Mathematics Instruction, Teaching Guides, *Teaching Methods

Identifiers-*Initial Learning in Mainstreaming Project

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students the principle of least common denominators in working with fractions. In addition to detailed teaching instructions, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

ED 182 983 FL 010 833

*Derbyshire, Desmond C. Pullum, Geoffrey K.*
**Object Initial Languages. Work Papers of the Summer Institute of Linguistics, Volume 23.**
Summer Inst. of Linguistics, Huntington Beach, Calif.
Pub Date-79
Note-35p.
Available from-Summer Inst. of Linguistics, International Linguistic Center - Bookroom, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 ($3.00/volume).
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*American Indian Languages, Componential Analysis, Diachronic Linguistics, Language Research, Morphology (Languages), *Nominals, *Sentence Structure, *Syntax, *Verbs
Identifiers-*Carib, *Object Initial Languages, Predicate Subject Order

Recently collected evidence shows the likely existence of twelve South American Indian languages with object-initial word order. This is contrary to what had been generally predicted in the literature on word order typology before 1977. Numerous examples are provided of OVS (Object-Verb-Subject) and OSV (Object-Subject-Verb) word order, primarily from the Carib languages. The constituents of these sentences and their positions are discussed in detail. In addressing the question of where these object-initial languages come from diachronically, it is suggested that a number of the OVS Carib languages represent breakaways from OVS languages of the area which exists today. This word order change is based on the grammaticalization of an older stylistic but frequently used option of subject postposing. The areal clustering of these languages is not due to either the genetic relatedness of the languages concerned or to contact between the languages; the languages discussed fall into five different families, and there is no evidence of contact between them. (PMJ)

ED 182 478 CE 023 999

*Greenwood, Katy Lee Brown*

**A Rational Approach to Historiography: Misuses and Abuses of History. Symposium on Historiography: the Revisionist and the Progressive Historical Interpretations of Vocational Education andCurrent Implications.**

Texas A and M Univ., College Station. Coll. of Education.

Pub Date-4 Dec 79

Note-11p.; Presented at the Annual Meeting of the American Vocational Association (Anaheim, CA, December 4, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational History, Educational Research, *Historical Criticism, *Historical Reviews, *Historiography, Motivation, Research Methodology, Social Action, Social Change, Standards, *Validity, *Vocational Education

Identifiers-Revisionism

To knowledgeably debate with revisionist historians regarding the early history of vocational education and the social intentions of early leaders, vocational educators should focus attention on three general questions regarding (1) the validity of historical research, (2) motives of historical researchers, and (3) the kind of research responsibility necessary for any field of endeavor. The first question is concerned with the appropriate methodology for interpreting history. Controversy centers on the ways in which the validity of historical interpretation can be judged and on the existence of standards of precision and credibility. Much revisionist criticism may be due to misinterpretation. The second question concerns varying motives of historical researchers which can lead to conflicting interpretations. Centered at liberal centers of social activism, revisionists see historical interpretation as a method of bringing social change. Vocational education must respond to this political, not historical, debate with close examination of methodology and demands for standards of precision and credibility and not with selective reporting. The third question concerns why vocational education is remiss in interpreting its history and philosophy. To counteract damage done by political interpretations by historians and historiographers, vocational education must assume responsibility for interpreting its own history and philosophies and accelerate its emphasis on historiography. (YLB)

ED 182 497 CE 024 034

*Mangano, R. Michael And Others*

**Vocational Curriculum Resources for Disdvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume III.**

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-79

Note-289p.; For related documents see CE 024 031-035

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors-Auto Mechanics (Occupation), Basic Skills, Bibliographic Citations, Business Education, Career Education, Check Lists, Consumer Education, Curriculum, Custodian Training, *Disadvantaged Youth, Distributive Education, Drafting, *Educational Resources, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, *Instructional Materials, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Guides, *Resource Materials, *Vocational Education, Woodworking

Volume 3 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills, consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)

ED 182 516 CE 024 060

*Gibson, Robert L.*

**The Assessment of Competencies for a Comprehensive Delivery System of Guidance. Final Report, October 1, 1977-June 30, 1979.**

Indiana Univ. Foundation, Bloomington.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70387

Pub Date-Dec 79

Grant-G007703002

Note-141p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Delivery Systems, Demonstration Programs, *Guidance Counseling, *Guidance Programs, Job Skills, *Performance Based Education, *Systems Development

A project was conducted to identify and describe existing exemplary practices and models for upgrading on a continuous basis the required knowledge and competencies of those who provide comprehensive systems of guidance. Following data collection, including site visits and analysis, the project addressed itself to the design of a system of providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the analyses of data was based on the Association for Counselor Education and Supervision position of fifteen competencies necessary for counselors and constituting a minimum of skills for entry into the profession. Project outcomes included inventories of training modules and methods, credentialing methods, and a limited survey of commercial materials for training and methods for dissemination. Appended materials include a list of counselor competencies for career development, sample questionnaires, an annotated bibliography of career information materials, and addresses of organizations where more information may be requested concerning specific careers. (Author/CT)

ED 182 574 CE 024 259

*Espy, John Selleck, Ben*

**Nuclear Technology. Course 26: Metrology. Module 27-7, Statistical Techniques in Metrology.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-66p.; Small, light type in figures will not re For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Statistical Analysis, *Statistics, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This seventh in a series of eight modules for a course titled Metrology focuses on descriptive and inferential statistical techniques in metrology. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 596 CE 024 281

*Wasil, Ed Espy John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-5, Surface Cleaning Inspection.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-73p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Cleaning, Course Content, Energy, *Equipment Maintenance, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of eight modules for a course titled Mechanical Inspection describes cleaning activities which typically apply to construction, maintenance, and modification activities at the nuclear power plant site. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 801 EA 012 317

**Coping with Stress. The Best of ERIC on Educational Management, Number 50.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrative Personnel, *Administrator Role, *Coping, Employees, Management, Psychological Characteristics, *Stress Variables, Teachers, Work Environment

The twelve items in this annotated bibliography are entries in the ERIC system intended to help administrators in coping with stress. The publications cited deal with causes of stress, how to manage stress, how to make life style changes, how to recognize stressors, and work patterns associated with Type A behavior. The publications listed also cover stress management programs, stress prevention, prevention of teacher burnout and employee stress, and role pressure. (JM)

ED 182 875 EC 122 813

*Suelzle, Marijean Keenan, Vincent*

**The World of the Developmentally Disabled Child: A Parents' Handbook with Directory of Services for Families in Lake County, Illinois.**

Northwestern Univ., Evanston, Ill. Center for Urban Affairs.
Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Pub Date-Sep 79
Grant-843-02
Note-240p.
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Autism, Cerebral Palsy, Child Advocacy, *Community Services, Consumer Education, Definitions, *Developmental Disabilities, Directories, Early Childhood Education, Educational Programs, Elementary Secondary Education, Epilepsy, Etiology, Exceptional Child Services, *Family Resources, Historical Reviews, Mentally Handicapped, *Parent Role, *Student Needs
Identifiers-*Illinois (Lake County)

Intended for parents of developmentally disabled children, the handbook provides information on service needs and services available in Lake County, Illinois. Section I focuses on life course planning with sections of diagnosis and assessment, professionals involved with special education, education for the developmentally disabled, vocational services, and living environments. A second section discusses family support services in the following areas: health care, family counseling, recreation, community services, financial planning, and family planning. Section III, on consumer action, addresses parents and the needs of children at home, parents of children in programs, parents as members of parents' organizations, parents as planners of programs, and parents as legal and legislative forces. A final section describes the causes, identification, and treatment of mental retardation, cerebral palsy, epilepsy, and autism; and considers a noncategorical definition of developmental disabilities. Also provided are a philosophy and history of developmental disabilities services, specifically in Lake County; and a directory of services for Lake County families. (SBH)

ED 182 936 EC 123 183

*Usova, George M.*

**A Review of Research on Reading and Learning Disabilities.**

Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-23p.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Etiology, *Identification, Language Ability, *Learning Disabilities, Memory, Negative Attitudes, Prediction, Program Effectiveness, *Reading Difficulty, *Remedial Instruction, Research Reviews (Publications), Speech Communication, Time Factors (Learning)

Research on the causes, prediction, and specific problems of learning disabled children is reviewed for the years 1967-1978. The literature on the following questions is examined: Can learning disabilities be predicted and will early identification help alleviate the problem? Can training programs significantly remediate reading disabilities? What effects do vision and visual perception have on learning disabilities? Is oral language an indication of learning disability? Are learning disabilities inherited and does maturation have an effect on the disabled child? Do learning disabled children exhibit poor attitudes and can these attitudes be helped through remediation? Is memory effected by learning disabilities and is speed in relation to time a significant factor? It is concluded that the majority of studies indicate that learning disabilities can be remediated through various programs and training techniques after they have been predicted and diagnosed. (DB)

ED 182 440 CE 023 747

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Welding.**

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-40p.; For related documents see CE 023 308, CE 023 748-750, and CE 023 754-756. Best copy available.

Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, *Vocational Education, Vocational Interests, *Welding

Identifiers-Colorado

This basic vocational related skills assessment module in welding is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The thid area, vocational interests and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 182 459 CE 023 902

*Hoyt, Kenneth B.*

**Career Education: A Report Card for the 70s and Some Predictions for the Decade of the 1980s.**

Pub Date-1 Mar 80

Note-23p.; Paper presented at the Northwest Connection National Career Education Conference (Seattle, WA, March 1, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Career Education, *Educational Accountability, *Educational Assessment, Educational Objectives, Educational Problems, *Educational Trends, *Futures (of Society), *Success Factors

The author assesses the career education movement during the 1970s by first reviewing financial support for career education during that decade and then by summarizing the evidence of success in attaining career education goals. Based on this assessment, the author predicts that career education will continue to flourish during the 1980s only if certain challenges are met and obstacles are overcome. These challenges include continued efforts to maintain equal emphasis on basic career education goals; increased efforts to provide a personally meaningful reward system for all participants; continued emphasis on the need for hard data demonstrating the worth of career education; increased involvement of parents, community groups, and the public sector; increased demonstration and implementation efforts at the postsecondary level; and continued importance of each of the ten employability/adaptability/promotability skills of career education. The obstacles include less federal financial support during the 1980s; pressures to increase emphasis on employability skills and school/community pactnerships at the expense of the goal of education reform; pressures to concentrate efforts on only certain portions of the population and at the secondary level; and pressures to move responsibility for providing persons with employability/adaptability/promotability skills to agencies outside the education system. The author concludes by presenting some key thoughts on how to keep the career education movement alive and well during the 1980s. (BM)

**Legal Assistant Program. A Suggested Two-Year Post-High School Curriculum.**

American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-OEC-0-74-1440
Note-78p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Course Content, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, *Guidelines, *Legal Assistants, Legal Education, Postsecondary Education, *Program Administration, *Program Development, *Vocational Education

This curriculum guide for a postsecondary legal assistant program is divided into five sections. Section 1 provides a brief overview of the growth of legal assistant programs. Section 2 discusses the primary factors the college president and other administrators should consider prior to the implementation of a legal assistant program. Topics included in section 2 are assessment of need for a program; facilities and equipment; library materials and structure; and selection of a director. Section 3, on implementing and maintaining the program, covers such topics as establishment of an effective advisory committee; program organization and structure; selection of faculty; admission of students; program maintenance and evaluation; and establishment of an effective placement program. Section 4 discusses the major instructional elements of the program, such as determination of basic objectives and course offerings, selection of textbooks and materials, descriptions of required courses, and other curricular concerns. Course outlines are found in section 5 for both required courses and career electives. The appendix contains a list of general course competencies in paralegalism, a list of demonstration college programs, and a list of contacts from related professional associations. (BM)

ED 182 619 CG 014 104

*Garrison, Wayne M. Stanwyck, Douglas J.*

**Deception in Testing: An Investigation of the Tennessee Self Concept Scale.**

Pub Date-Sep 79

Note-38p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*College Students, Higher Education, *Item Analysis, *Response Style (Tests), *Testing Problems, *Test Wiseness

Identifiers-*Tennessee Self Concept Scale

The susceptibility to faking on the Tennessee Self Concept Scale was examined among college students. Additionally, groups of respondents, instructed to respond in a ``random'' fashion to pre-determined numbers of items in the TSCS, were subjected to a plausibility analysis of their test response vectors using the Rasch measurement model. Respondents included in the study totalled 352 and were students enrolled in education courses in a southern state university. Results of the investigation provided evidence of the proneness of the instrument to deception under certain situations. Moreover, statistical indices useful in the detection of aberrant data records for individual cases were provided. (Author/BMW)

ED 182 643 CG 014 141

*Rubenstein, Carin M. Shaver, Phillip*
**The Experience of Loneliness: A Factor Analytic Exploration.**
Pub Date-4 Sep 79
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Attitudes, *Attribution Theory, Behavior Patterns, *Emotional Experience, Factor Analysis, *Individual Characteristics, *Reactive Behavior, *Self Evaluation
Identifiers-*Loneliness

Before empirically based theories of loneliness can be formulated, it may be necessary to probe people's feelings, explanations, and reactions in a relatively unstructured way. Toward this end, three multiple response items relating to these issues were included in an 84-item questionnaire, published in the Spring of 1978 in several northeastern newspapers. Each of the three questions, dealing with feelings, reasons, and responses, was followed by a list of answer alternatives derived from open-ended questions in a pilot study. Approximately 24,000 respondents filled out the questionnaire. Factor analyses performed on each of the three questions, separately for each sample, revealed highly stable factor structures. Of the three factor analyses, feelings, reasons, and reactions to loneliness, the one for feelings produced the most highly intercorrelated oblique factors. (Author)

ED 182 689 CS 005 240

*Greenewald, M. J. Wolf, Anne E.*

**The Multiple Roles of Reading in Secondary Content-Area Instruction.**

Pub Date-79

Note-7p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Classroom Environment, Classroom Observation Techniques, *Content Reading, *Reading Habits, Reading Instruction, *Reading Materials, Reading Research, Secondary Education, *Student Teacher Relationship, Study Skills, *Time

Videotapes of eight high school classes were analyzed to determine patterns in the reading activities, materials, and instruction in secondary content area classes. The analysis included a summary of the language arts involved, the duration of specific instructional segments and their percentage of the total class time, and apparent patterns in the use of print. Although print was present for 72% of all class time, students were reading in the conventional sense only 10% of the time. For the remaining time that print was available, use of print appeared to cluster into five main categories: cuing responses, reinforcing oral presentations, structuring the teacher's presentation, correcting assignments, and copying. Because students infrequently read in class either to learn or to review information, there was little opportunity to observe teachers introducing or following up on reading assignments. There also was little evidence that students were developing mature reading and study skills in these classes. (RL)

ED 182 710 CS 005 264

*Kaufman, Maurice Lynch, Mervin*
**Factor Structure and Validation of a Set of Readiness Measures.**
Pub Date-Feb 79
Note-10p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (2nd, Kiawah Island, SC, February 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Beginning Reading, *Factor Structure, Predictive Validity, Primary Education, Reading Instruction, *Reading Readiness, *Reading Readiness Tests, *Reading Research, Research Methodology, *Test Validity

A study was undertaken to identify the factor structure of a battery of readiness measures and to demonstrate the concurrent and predictive validity of one instrument in that battery the Pre-Reading Screening Procedures (PSP). Concurrent validity was determined by examining the correlation of the PSP with the Metropolitan Readiness Test (MRT), while predictive validity was judged by examining the correlation of the PSP with first grade achievement. The readiness measures were obtained for 288 kindergarten children in five schools. Variables included MRT and PSP subtests, chronological age, and sex. In the following year, the Metropolitan Achievement Test (MAT) was administered to first graders in four of the schools. Concurrent validity was examined by correlating MRT and PSP total scores while predictive validity was estimated by correlating MRT and PSP total scores with MAT scores. The PSP was shown to have concurrent and predictive validity with regard to factor structure, PSP subtests were found to have substantial loadings on two factors: one reflecting visual discrimination and memory or visual/motor ability and the other reflecting discrimination and perhaps visual/auditory integration. The PSP was not represented on a factor that appeared to indicate receptive language skills. (FL)

ED 182 732                                    CS 005 295

*Boraks, Nancy*

**Ethnography and Adult Literacy Programs: Meeting Information Needs and Context Complexity.**

Pub Date-Nov 79

Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Basic Education, Adult Reading Programs, Adult Students, *Educational Research, *Ethnography, *Literacy, *Research Methodology, *Research Needs, Student Characteristics

The purpose of this paper is to consider how two distinct research methodologies differently structure for study the inputs, transactions, and outcomes of adult literacy programs. It is suggested that the appropriateness of a methodology for the study of adult literacy programs be determined by assessing the extent to which the methodology speaks to the information needs and context complexity involved. Questions involved in discussing information needs include What is adult literacy?'' How does an adult acquire basic literacy?'' and What are the teaching variables and their impact on gaining literacy?'' Factors to be considered in looking at the contextual complexity of adult literacy are said to be the time in treatment, personal problems, and programing factors. Two research methodologies are discussed as they apply to research in adult basic education: conventional experimental and ethnography. Ethnographic research is suggested as having more possibilities for research on adult literacy, since the goal is to discover new variables and new relationships. The emphasis in experimental research is said to be on controlling and manipulating variables, a seemingly impossible situation in adult basic education programs. (MKM)

ED 182 754 CS 205 404

*Greer, Martin L.*
**Puppet Productions in the Schools.**
Pub Date- 79
Note-50p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Art Activities, Educational Objectives, Production Techniques, *Puppetry, Scripts, Secondary Education, *Theater Arts

Based on experience gained from helping secondary students produce numerous puppet shows for children, this paper provides a step-by-step guide to the production of puppet plays by secondary students. Following sections that tell about puppeteering and about different kinds of puppets, separate sections of the paper offer suggestions in the following areas: forming a basic concept of what a puppet production should be; writing a puppet play script; staging a puppet play; designing a puppet; making puppets from such materials as papier-mache, plastic wood, wood, clay, liquid rubber, cloth, and fake fur, and stringing marionettes; organizing a puppet production; and overcoming problems in putting on the production. The paper concludes with lists of objectives and review questions for each section. Several illustrations are included to demonstrate steps in making puppets. (GT)

ED 182 850 EA 012 484

*Hill, Richard And Others*

**A General Report: The Financing of Elementary and Secondary Education in North Dakota. The FESEND Project.''**

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Feb 79

Note-96p.; For related documents, see EA 012 485-487; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrator Attitudes, *Assessed Valuation, *Educational Finance, Elementary Secondary Education, *Equalization Aid, *Finance Reform, *Financial Problems, *Income, School Districts, School Surveys, Superintendents

Identifiers-*North Dakota

This report, one of several companion documents, contains a summary of the research and analysis of a North Dakota school finance study funded by Public Law 93-380, Education Amendments of 1974. The purpose of the study was to collect and examine certain data, to report findings and concerns growing out of that analysis, and to offer study group recommendations. Several lines of inquiry were pursued with the purpose of maintaining and improving equity in state funding of elementary and secondary education in North Dakota. The report discusses the recent history of school finance, a survey of superintendents regarding the impact of a 1973 foundation law, and related educational finance problems. (Author/LD)

ED 183 004 FL 010 934

*Spolsky, Bernard, Ed.*

**Some Major Tests. Advances in Language Testing, Series: 1. Papers in Applied Linguistics.**

Center for Applied Linguistics, Arlington, Va.

Pub Date-79

Note-146p.

Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($5.50)

Pub Type- Information Analyses (070) - Reports - Research (143) - Collected Works - Serials (022)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Achievement Tests, Bilingual Education, Elementary Secondary Education, *English (Second Language), *French, Language Dominance, Language Instruction, *Language Proficiency, Language Research, *Language Tests, Postsecondary Education, Second Language Learning, *Speaking, Testing

This fascicle is intended to give some general notion of the state of the art in language testing by describing and reviewing several recent major tests. Its intention is to be representative rather than exhaustive. The following papers are included: (1) Language Proficiency Tests Developed for the IEA International Study of Achievement in French as a Foreign Language,'' by John B. Carroll; (2) The IEA International Study of Achievement Test of Proficiency in English as a Foreign Language,'' by E. Glyn Lewis; (3) The Test of English as a Foreign Language (TOEFL),'' by John W. Oller, Jr. and Bernard Spolsky; (4) TOEFL in Recent Years,'' by Paul J. Angelis; (5) The Oral Interview of the Foreign Service Institute,'' by Randall L. Jones; and (6) A Review of the Bilingual Syntax Measure,'' by Ellen J. Rosansky. A bibliography completes the volume. (Author/AMH)

ED 182 917 EC 123 090

*Kingston, Neldon*

**Kingston Math Analysis Test. A Criterion Referenced Test for Basic Math Skills Through Fractions.**

Arthritis Center of Hawaii, Honolulu.

Pub Date- 77

Note-20p.; For project final report, teaching manuals, and other tests, see EC 123 081-091. Best copy available.

Available from-School District No. 148, Mainlining Adequacy Project, Grace, ID 83241 (Query source for price)

Pub Type- Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Addition, *Arithmetic, *Basic Skills, *Criterion Referenced Tests, Decimal Fractions, Division, *Elementary Education, Fractions, Multiplication, Subtraction

The document presents a criterion referenced test of basic math skills, including division, multiplication, addition, subtraction, fractions, decimals, time, and measurement. (DLS)

ED 182 422 CE 023 496

**Partners: CETA, Education, Youth.**
Minnesota State Dept. of Education, St. Paul.
Pub Date-Feb 79
Note-70p.; Photographs and small type in this document will not reproduce well
Available from-State of Minnesota, Documents Section, Room 140 Centennial Bldg., St. Paul, MN 55155 ($2.00 prepaid).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Ancillary Services, Career Education, *Cooperative Planning, Credits, Federal Legislation, Federal Programs, Federal Regulation, Financial Support, Interagency Cooperation, Interagency Coordination, Interinstitutional Cooperation, Program Coordination, *Program Development, Program Planning, *School Districts, Vocational Education, Work Experience, *Work Experience Programs, Youth, Youth Employment, *Youth Programs
Identifiers-*Comprehensive Employment and Training Act, *Minnesota, Youth Employment and Demonstration Projects Act

Developed to assist educators and Comprehensive Employment and Training Act (CETA) representatives understand each other and work together, this document is divided into three major areas: Issues, Deeds, and Dreams. The section on issues examines common areas of concern to CETA and education. Topics include a historical perspective of education and employment, the workings of the CETA and education systems, the relationship between education and training, and credit for work experience. The systems (CETA and education) are compared in discussions of two other issues funding and support services. The section on deeds gives examples of successful youth programs in Minnesota. These twenty programs reflect cooperative CETA-education efforts. Intended to stimulate new programs or to modify existing efforts, the final section on dreams,'' deals with deeds of the future. Groups of dreams (possible programs) of the program planners are discussed. Sixteen program development possibilities under the CETA amendments are also outlined. Appendixes include Minnesota-specific and general information on CETA. (YLB)

ED 182 535 CE 024 114

*Farris, Charlotte J.*

**General Directions for the Game of CESSHEE: Conflicts in Eliminating Sex Stereotyping in Home Economics Education. Project MOVE.**

State Univ. of New York, Utica.

Pub Date-79

Note-13p.

Available from-C. J. Farris, State University of New York College of Technology, Department of Vocational and Technical Education, 811 Court Street, Utica, NY 13502 ($1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Core Courses, *Enrollment Influences, Family Life Education, Games, *Home Economics Education, Perception, Perspective Taking, Role Perception, *Role Playing, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Simulation

Intended for a group of twelve to sixteen people with one facilitator, CESSHEE (Conflicts in Eliminating Sex Stereotyping in Home Economics Education) includes materials and instructions for a simulation game for individuals concerned with how sex discrimination, stereotyping, and bias may influence the enrollment of both sexes in home economics courses. Objectives are to identify and clarify beliefs and issues related to (1) who may influence the decision of students to enroll in home economics and their reasons and (2) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics. Seven group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the school board about a one-semester required home economics course on independent and family living. The roles include a recent male graduate, young working mother, female PTA president, male director of counseling, male curriculum director, female high school senior, and female home economics teacher and department chairperson. The game simulation proceeds from committee member position statements, discussion, ano rebuttal to entire group discussion and voting. Role descriptions, directions for observers (the remaining group members), and voting sheets are provided. (YLB)

ED 182 575 CE 024 260

**Nuclear Technology. Course 27: Metrology. Module 27-8, The Total Measurement System.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-39p.; Light type in appendixes will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Measurement, *Measurement Instruments, Measurement Techniques, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This eighth in a series of eight modules for a course titled Metrology describes the overall metrology program and the associated typical responsibilities of the quality assurance/quality control technician. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 597 CE 024 282

*Espy, John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-6, Protective Coating Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-54p.; Small, light print in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Industrial Arts, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, *Painting, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of eight modules for a course titled Mechanical Inspection describes the duties of the nuclear quality assurance/quality control technician that are associated with protective coatings, and the national standards that govern the selection, application, and inspection of protective coatings for the reactor containment systems. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 668 CG 014 210

*Samuels, Perry*

**Providing Career Guidance in a Group Setting. Module 34.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-156p.; For related document see CG 014 211
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Career Development, Career Education, *Counseling Effectiveness, *Counselor Role, Elementary Secondary Education, *Feedback, Group Activities, Group Counseling, *Group Guidance, Guidance Personnel, *Intervention, Postsecondary Education, Vocational Counseling

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with career guidance activities in group settings, i.e., elementary and secondary schools, colleges, correctional institutions, community mental health agencies, and youth services organizations. The goal of this module is to help participants: (1) create a basic plan for structuring a career guidance group; (2) promote participation in group activities; (3) recognize barriers and employ appropriate interventions; and (4) obtain feedback on the group's effectiveness. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

ED 182 777 CS 502 790

*Hofford, James L.*

**A Study of Verbal Communication Within the Context of Adult Sexual Relations.**

Pub Date-May 79

Note-27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adults, College Students, *Communication (Thought Transfer), *Interpersonal Relationship, *Nonverbal Communication, Psychological Needs, Questionnaires, *Sexuality, Speech Communication

Identifiers-*Communication Research

This report describes a six-year study that was based on 333 questionnaire responses and 16 interviews with randomly selected, sexually active adults. Sections of the report discuss the methods used to select the sample, define the terms used in the questionnaire, and describe the actual questionnaire design. Among the findings presented are that subjects with a high school education or less placed greater emphasis on teaching with (or at) their partners when involved in sex and that a significant rise in sexual satisfaction was registered by those subjects who had completed up to one year of college. A typical respondent'' is profiled, and a summary statement concludes that a love-making couple should be aware of the mutual needs in their sexual relations and should learn both how and when to be more expressive verbally and nonverbally within those situations. (AEA)

ED 182 802 EA 012 363

*Hord, Shirley M.*

**Context and Research Plan for Analysis of Interventions in a Two-Year Study of Innovation Implementation.**

Pub Date-11 Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, Apr. 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Data Collection, Educational Change, *Educational Innovation, Educational Research, *Intervention, Observation, Program Development, *Taxonomy, Teacher Attitudes

Identifiers-Procedures for Adopting Educational Innovations

This paper reviews objectives, methodology, and data analysis procedures of a study concerning educational innovation. This research, part of the Procedures for Adopting Educational Innovations (PAEI) Program at the University of Texas at Austin, was undertaken to study interventions and their effects. It was considered a first step in determining what actions can be taken to assist individuals in their efforts at implementing an innovation. The initial objective of the research was to develop a taxonomy of interventions. The particular innovation looked at in the study was a Teacher Corps Project located in a junior high school in a university town. An onsite ethnographer documented interventions at the site and these data were utilized to conceptualize and characterize the emerging taxonomy of interventions. Tentative classification categories were defined using field data. In accomplishing this task, definitional and conceptional issues were the focus of dynamic interactions of the program staff with each other and with the qualitative and quantitative data. A procedure was developed for reducing the data and at the same time isolating each intervention for further study. (Author/JM)

ED 182 827 EA 012 435

*Keirnes, Barbara*

**Discipline in a Democratic Society. OSSC Bulletin Vol. 23, No. 6.**

Oregon School Study Council, Eugene.
Pub Date-Feb 80
Note-44p.
Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies?)
Pub Type- Opinion Papers (120) - Collected Works - General (020)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Democracy, *Discipline Policy, Educational Environment, Elementary Secondary Education, *Individual Power, Locus of Control, *Policy Formation, Student Rights, *Student School Relationship

This monograph takes the position that citizens in a democracy can and should be largely internally controlled and that schools play an important role in preparing democratic citizens by helping students develop the necessary attitudes and skills needed to become internally controlled. Part 1 looks at discipline from a sociological perspective, speculating about why it has been among the top educational problems for the past ten years and offering a rationale for a democratic approach. Part 2 discusses some of the assumptions, values, and skills underlying an approach that fosters internal control. Part 3 offers some first steps and guidelines for the administrator interested in beginning to work on a democratic discipline plan. (Author/MLF)

ED 182 937 EC 123 185

*George, John E.*

**Facilitating Experiences for Learning Disabled Children.**

Pub Date-Oct 78

Note-21p.; Paper presented at the International Seminar on Learning Disabilities (Guadalajara, Mexico, October 12-15, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, Exceptional Child Research, *Learning Disabilities, Parent Child Relationship, *Parent Influence, *Parent Role, Preschool Education, *Reading Difficulty, *Reading Instruction, Success Factors, *Tutoring

The parent's role in the education of young learning disabled (LD) children is examined, and research is cited on the effects of learning facilitating experiences (LFEs) on reading achievement. Good readers in fourth, fifth, and sixth grade realized the following seven LFEs most frequently: parental desire for higher education for the adult; parental praise for writing, drawing, or reading; parental feelings that the quality of kindergarten and first grade reading instruction is good; working with pencil and paper at home; talking with a parent about daily activities; parental willingness to answer questions; and parental reading of books and stories to the child. Another study showed that parents, even though undereducated, can provide a significant start for their children during the first year of formal schooling. Results of other studies show that one to one tutorial approaches are important and viable ways of providing learning skill improvement to LD school age children. (CL)

ED 182 984 FL 010 834

*Derbyshire, Desmond C.*

**A Diachronic Explanation for the Origin of OVS in Some Carib Languages. Work Papers of the Summer Institute of Linguistics, Volume 23.**

Children's Seashore House, Atlantic City, N. J.

Pub Date-79

Note-13p.

Available from-Summer Inst. of Linguistics, International Linguistic Center-Bookroom, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 ($3.00/volume)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-American Indian Languages, Case (Grammar), Componential Analysis, *Diachronic Linguistics, Grammar, *Language Patterns, *Language Research, Morphology (Languages), Nominals, *Sentence Structure, *Syntax, Verbs

Identifiers-*Carib, Predicate Subject Order

This research suggests a possible diachronic explanation for the emergence of OVS (Object-Verb-Subject) as basic sentence word order in Carib languages. The application of afterthought grammaticalization patterns to explain diachronic change in the position of subject necessitates some modification of Hyman's and Venneman's hypotheses. Neither considered the possibility of the subject being a candidate for that process. Moreover, whereas Hyman suggested that the most natural candidates for afterthought placement and subsequent grammaticalization are constituents that convey new information, the opposite has been shown to be the case in Fijian and Hixkaryana. The subject NP's (Noun Phrases) that came to be placed after the verb were specifically those which expressed given information. Evidence is presented contradicting Venneman's prediction that loss of case-markers is the primary cause of diachronic word order change. This evidence is quoted from two Carib languages in which the case markers are still very much of the system although the shift from SOV (Subect-Object-Verb) to OVS is already fairly well developed. (PMJ)

ED 182 479 CE 024 001

*Redman, Margaret C. And Others*

**High Interest Reading Kit. Teacher's Manual.**

Charlottesville City Schools. Va. Dept. of Community Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date- 77

Note-73p.; For related documents see CE 024 002-006

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, *High Interest Low Vocabulary Books, *Informal Reading Inventory, *Language Experience Approach, Literacy Education, Readability, Reading Ability, Reading Comprehension, *Reading Instruction, Reading Level, *Reading Materials, Teaching Guides, Young Adults

Identifiers-Learning Experience Approach

This teacher's manual is designed to accompany a reading kit intended to provide high interest reading materials for late adolescent and adult elementary-level readers (see note). Introductory information discusses the development of the reading exercises from unedited stories dictated by students (the Learning Experience Approach) and organization and use of the five accompanying kits. Reading exercises divided into five categories according to difficulty are available as kits: fourth-grade-and-below readability, approximately fifth-grade readability, approximately sixth-to-eighth-grade readability, eighth-grade-and-above readability, and play reading suitable for all levels. Each exercise includes a Three Level Guide'' section with fifteen true-false questions at the literal, interpretive, and applied levels. An Adult Informal Reading Inventory (AIRI) to determine a student's reading ability and comprehension is also included in the teacher's manual. Two copies of a dictated story are provided with comprehension questions found on the teacher's, but not student's copy. Student evaluation and score interpretation are outlined. Appendixes provide suggestions for supplementary activities and an answer key for questions in all the kits. (YLB)

ED 182 498 CE 024 035

*Mangano, R. Michael And Others*

**Vocational Curriculum Resources for Handicapped Students. A Guide to Print and Non-Print Instructional Materials.**

Maryland Vocational Curriculum Research and Development Center, College Park.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-396p.; For related documents see CE 024 031-034
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC16 Plus Postage.**
Descriptors-Auto Mechanics (Occupation), Basic Skills, Bibliographic Citations, Business Education, Career Education, Check Lists, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, *Educational Resources, Electrical Occupations, Engineering, Food Service Industry, *Handicapped Students, Health Occupations, Home Economics, *Instructional Materials, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Guides, *Resource Materials, *Vocational Education, Woodworking

This guide to vocational curriculum resources for handicapped students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills, consumer education, safety, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for handicapped students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, (11) prerequisite student skills, and (12) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA)

ED 182 517 CE 024 062

**Instructional Planning for Performance-Based Instruction in Vocational Education.**

Alabama State Dept. of Education, Montgomery. Div. of Instructinal Services.

Pub Date-Mar 79

Note-102p.; Not available in paper copy due to light type; For a related document see CE 024 063

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Individualized Instruction, *Lesson Plans, *Performance Based Education, *Performance Based Teacher Education, Teaching Guides, *Vocational Education

Identifiers-*Instructional Development

Divided into two parts, this document provides guidelines for planning performance-based instruction. Part 1 deals with the general elements of instructional planning those decisions which should be made before a lesson plan is written. The following five chapters are included in part 1: (1) Introduction to Instructional Planning; (2) Planning for the Teaching Content; (3) Planning for the Structure; (4) Planning for Student Experiences; and (5) Sequencing the Instruction. Part 2 provides information on developing lesson plans and is divided into the following chapters: (1) Fundamentals of Lesson Planning; and (2) Sample Lesson Plans. This guide is intended as a basic reference for teachers, as a resource text for use in inservice workshops, or as an instructional text that can be used with modules for individualized instruction. (BM)

ED 182 620 CG 014 105

*Gibbons, Frederick X. Gibbons, Barbara N.*

**Reactions to the Labels Institutionalized'' and Mentally Retarded'' by Retarded and Nonretarded Persons.**

Pub Date-79
Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Attribution Theory, Behavior Patterns, *College Students, Expectation, Identification, *Institutionalized Persons, *Labeling (of Persons), Mental Retardation, Research Projects, *Social Discrimination, Special Education
Identifiers-*Mild Mental Retardation, *Responses

The effects of labels, mentally retarded'' and institutionalized'' on the evaluations and causal attributions of nonretarded persons, and on the social distance preferences of EMR persons, were assessed. In addition, each group was asked to predict the likelihood of a labeled (mentally retarded) or a nonlabeled target person achieving success at a cognitive task and at three social behaviors (getting a job, getting married and having children). Results indicated that college students maintain a patronizing attitude toward mentally retarded persons giving them less credit for their successes and less blame for their failures than they give to nonretarded persons. They also tended to make situational attributions for the behavioral outcomes of retarded persons, whether they were successful or not. Results with the two samples of retarded persons indicated that they were aware of the stigma associated with the retarded and institutional labels, and that they had the same low expectations for future success from (other) labeled persons (peers) that college students had. However, they appeared to have somewhat more optimistic expectations for their own chances of success than for the chances of other retarded persons. (Author/BMW)

ED 182 644 CG 014 142

*Foss, Joyce E.*

**Power Modes in Marital Interaction.**

New Hampshire Univ., Durham.; Sangamon State Univ., Springfield, Ill.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Aug 79

Grant-NIMH-MH-15221

Note-39p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979); Not available in paper copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavior Patterns, *Communication (Thought Transfer), Interaction Process Analysis, *Interpersonal Relationship, Marital Instability, *Marriage, *Power Structure, *Sex Differences, *Spouses

Power modes in marital interactions were investigated in a laboratory observation study at the University of New Hampshire in 1975. Married couples (N 78) were the subjects in this study, whose focus was on the power modes (types of power assertion) used by the partners, shifting attention from the much-considered distribution of power in marriage to the question of how husbands and wives go about attempting to influence one another. A new system for coding marital interaction, the Marital Power Assertion Coding System (MPACS) was developed for this purpose, containing three broad divisions each with several sub-categories: (1) unqualified, direct power modes; (2) qualified, indirect power modes; and (3) bilateral power modes. Differences between the two groups in types of power assertions used were found to be generally consistent with findings in previous research on sex differences in communication as well as research efforts conducted after 1975. (Author/HLM)

ED 182 690 CS 005 241

*Brown, Rexford Bowditch, Deborah*

**Adult Readers: Will They Need Basics Too?**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date-Oct 79

Note-17p.

Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.00)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adult Literacy, Adults, *Educational Assessment, *Fuqctional Illiteracy, Functional Reading, Multiple Choice Tests, *Reading Comprehension, Reading Difficulty, *Reading Research, Reading Skills, Reading Tests, *Trend Analysis

Identifiers-*National Assessment of Educational Progress

Results of a 1977 assessment of the reading abilities of approximately 1,250 adults (26 to 35 years old) are reported in this paper and are compared with results of a similar assessment made in 1971. After discussing a typical comprehension exercise used in the assessment, the paper presents the materials and multiple choice questions used in assessing respondents' comprehension of four types of practical materials: a classified advertisement, an advertisement from a national magazine, a parking ticket, and a life insurance form. It then presents four exercises involving materials of a more difficult nature: two expository passages, a poem, and a graph. For each of the eight exercises, the paper indicates the percentage of adults responding to each answer and notes changes in those percentages from 1971. Among the major conclusions reported are that there was apparently little change in overall reading ability between 1971 and 1977, that a great many adults may still have difficulty reading passages that call for higher-level comprehension skills (for instance, key percentages of success on six questions with medium- to high-difficulty passages ranged from only 18% to 60%), and that amount of time spent watching television and amount of time spent reading appear to relate to reading performance. (GT)

ED 182 755 CS 205 405

*Greer, Martin L.*

**Animation in the Schools.**

Pub Date- 79
Note-63p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Animation, *Cartoons, *Class Activities, Elementary Secondary Education, *Film Production, Photographic Equipment, Production Techniques

Directed to the class or individual with limited film making equipment, this paper presents a hands on'' guide to the production of animated cartoons. Its 14 sections deal with the following topics: understanding animation; choosing subject matter for an animation; writing a script; getting the timing right; choosing a camera and projector; developing a cartoon character model sheet; assembling materials and making job assignments; building a simple machine that allows the director to preview the animation; developing a filing system for the animation drawings; choosing backgrounds for the animation; animating lip movements; photographing cartoons; editing the film; and adding sound to the film. The paper concludes with lists of learning objectives and review questions for each section of the paper. Charts and illustrations are included in several of the sections. (GT)

ED 182 851 EA 012 485

*Hill, Richard And Others*

**The Financing of Elementary and Secondary Education in North Dakota. The FESEND Project.'' Technical Report Number One.**

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Aug 79

Note-179p.; For related documents, see EA 012 484-487; Not available in paper copy due to marginal legibility of tables

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Assessed Valuation, *Educational Finance, Elementary Secondary Education, *Finance Reform, Property Appraisal, *Property Taxes, *School Construction, School Districts, *State Federal Aid, Tables (Data), Taxes

Identifiers-*North Dakota, Severance Tax

This report, one of several companion reports to the publication entitled, A General Report,'' is concerned with analysis of a study of school finance in North Dakota. It contains position papers, data, and data treatment on which the general report was based, covering the following topics: property assessment, meshing state and federal finance laws (disparity and wealth neutrality), construction of school buildings and facilities, and severance taxes and their relation to educational finance. (Author)

ED 182 876 EC 122 814

*Kuo, Wei-fan*

**Legislation for Handicapped Children in the Republic of China.**

Pub Date-Jan 79

Note-9p.; Paper presented at the Special Education in Transition, an International Symposium on Special Education (Taipei, Taiwan, January 23-28, 1979); Print may be marginally legible due to poor print of the original copy.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Educational Administration, Educational Change, *Educational Legislation, *Educational Trends, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, Historical Reviews, Identification, Student Placement, Teacher Education

Identifiers-*Taiwan

The paper reviews the recent development of legislation on the education of handicapped children in the Republic of China, with particular emphasis on the nine-year Basic Education Act of 1968 and The Regulation concerning the Expansion and Improvement of Special Education. Considered is the impact of legislation on the categories of beneficiaries of special education, special education administration, identification and placement of handicapped children, and teacher preparation and study programs. (SBH)

ED 182 896 EC 122 994

**Project STREAM Special Training in Remedial Education Activities for Mainstreaming.**

Bolinas-Stinson Union School District, Bolinas, Calif.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-121p.; Colored background may not reproduce clearly.

Available from-Project STREAM, Bolinas-Stinson Union School District, Star Route, Bolinas, CA 94924 ($12.50 plus tax and shipping)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Communication (Thought Transfer), *Curriculum Guides, *Educable Mentally Handicapped, Educational Diagnosis, Elementary Education, Identification, *Inservice Teacher Education, *Learning Disabilities, *Mainstreaming, *Teaching Methods

Identifiers-*Project STREAM

Based on Project STREAM (Special Training in Remedial Education Activities for Mainstreaming) an exemplary program serving learning handicapped (learning disabled and mentally retarded) students in regular classrooms in Bolinas, California the document presents an inservice training package for regular elementary school personnel to learn techniques of instructing mainstreamed learning handicapped students. Presented in looseleaf notebook format, the manual consists of a training curriculum guide section, which covers techniques in diagnosis, intervention, and communication; and a management handbook section, which includes evaluation surveys, questionnaires, rating scales and tests, and recordkeeping sheets. The training curriculum guide provides objectives for each lesson, along with required and optional activities, references, handouts, and resources. Some of the activities lend themselves to group inservice sessions which can last from 20 minutes to 2 hours, depending on the size of the group and the number of activities attempted. (DLS)

ED 182 918 EC 123 091

*Tipton, Fern S.*

**Tipton Reading Analysis Test: A Criterion Referenced Test for Phonetic and Structural Analysis.**

Arthritis Center of Hawaii, Honolulu.

Pub Date- 77

Note-48p.; Includes Teacher's Copy, C. R. Test (Group), C. R. Test (Key); For project final report, teaching manuals, and other tests, see EC 123 081-090. Best copy available.

Available from-School District No. 148, Mainlining Adequacy Project, Grace, ID 83241 (Query source for price)

Pub Type- Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Criterion Referenced Tests, *Elementary Education, *Phonetics, *Reading Skills, *Reading Tests, *Structural Analysis

The document presents a criterion referenced test to help the classroom teacher determine which of several basic phonetic and structural analysis skills the students have mastered. Aspects covered by the test include letter names, consonants and vowels, letter sounds, consonant digraphs, short and long vowel sounds, consonant blends, diphthongs, silent consonants, word families, contractions, syllables, root words, and compound words. (DLS)

ED 182 959

EC 123 355

*Wilson, John D. Lucas, Katie P.*

**Professional Preparation and the Residential Institution: A Natural Partnership.**

Elwyn Inst., Pa.
Pub Date- 78
Note-20p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Secondary Education, *Handicapped Children, Inservice Education, *Institutional Role, Paraprofessional School Personnel, Preservice Education, *Teacher Education
Identifiers-*Elywn Institutes

The role of institutions for the handicapped in inservice and preservice preparation of professionals is considered. Among the training advantages offered at an institution are a varied population of handicapped persons (including multiple handicaps), a wide age range, the existence of an interdisciplinary staff, and opportunities for both didactic and applied learning. Institutional programs and personnel can also help in making the transition to community living. Training aspects of the Elwyn Institutes are described, including a 2 year teacher aide program, a project to train the staffs of special needs day care centers, practicum sites for undergraduate and graduate students, and inservice courses for area educators. (CL)

ED 183 005 FL 010 947

*St. Martin, Gail M.*

**Effect of Sojourner Housing Situations on Second Language Acquisition.**

Pub Date-79

Note-17p.; Revised version of a paper presented at the conference of the Society for Intercultural Training, Education, and Research (Mexico City, Mexico, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Achievement, *English (Second Language), *Family Environment, Foreign Students, Grades (Scholastic), Language Proficiency, *Language Research, Non English Speaking, *Second Language Learning, *Success Factors

Identifiers-Homestay, *Test of English as a Foreign Language

This study investigated the development of language proficiency of 83 foreign students of English as a second language who were living in English-speaking American homes during their 14-week intensive formal language program. Statistical comparison with non-homestay students revealed that homestay students achieved significantly higher course grades and higher scores on the Test of English as a Foreign Language (TOEFL). However, significant differences in the TOEFL overall and reading comprehension scores seemed to be more a function of native language than either home-residency or sex. Home-residency seemed to be the factor most correlated with grades. The study is deemed to lend support to the assumption that the best way to acquire language competency is to live in an environment where the language of study is used. It is speculated that the success of homestay students may be the result of practicing the second language in a relaxed atmosphere; also, it is possible that the student who chooses a homestay is likely to be outgoing and highly motivated to learn a foreign language. (JB)

ED 182 460 CE 023 917

**Guide for Occupational Exploration.**

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-720p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-013-0080-2).
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF04/PC29 Plus Postage.**
Descriptors-Career Exploration, Guides, *Occupational Clusters, *Occupational Information, Occupations, *Vocational Interests

Intended for use with or without counseling help, this occupational exploration guide is organized around 12 interest areas, 66 work groups, and 348 subgroups of occupational titles. The interest areas (an expansion of John Holland's six occupational categories) represent the broad interest requirements of occupations as well as the vocational interests of individuals. Within each interest area are work groups (occupational clusters) suitable for exploration by those who have a particular interest. Each work group section contains descriptive information and listings of jobs by Dictionary of Occupational Titles'' (DOT) name and code. Information on each work group is presented under the following question headings: What kind of work would you do? What skills and abilities do you need? How do you know if you would like or could learn to do this kind of work? How can you prepare for and enter it? What else should you consider about these jobs? Appended is an alphabetical listing of all DOT titles and codes listed in the guide. Other appendixes explain how the twelve interest areas were developed, describe the U.S. Employment Service (USES) Interest Inventory (under development) and its General Aptitude Test Battery (GATB), list occupations for which Specific Aptitude Tests (SATBs) have been developed, and suggest uses of the guide for cataloging and filing occupational information materials. (MEK)

ED 182 554                                                    CE 024 192

**Annotated Bibliography for Adult Educators in Institutional Settings.**
Elwyn Inst., Pa.
Pub Date-Mar 79
Note-58p.; Some parts of this document may not reproduce well due to light type
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adult Education, Annotated Bibliographies, Basic Skills, Bibliographic Citations, Citizenship, Community Services, Consumer Education, *Educational Resources, Health Education, *Instructional Materials, Job Skills, Learning Disabilities, Mathematics, Mentally Handicapped, Money Management, Nutrition, Reading, Reference Books, Safety Education, Sex Education

This annotated bibliography of instructional materials for adult educators in institutional settings lists materials available in fourteen areas: basic skills, citizenship education, community services, consumer education, health and safety, mathematics, meal planning, money management, personal information/general life skills, pre-employment orientation, reading, sex education, and teacher resource. The materials serve adult learners classified as learning disabled or mentally retarded. Each citation contains the following sections: Title, author, publishing company/supplier, format, appropriate utilization, brief description, comments on usage, and name of contributor. An index of book titles is included. (LRA)

ED 182 711 CS 005 266

*Mikulecky, Larry Olshavsky, Jill Edwards*

**Differences in Textbook Strategies: Good and Poor University Level Readers Perceive Themselves Employing.**

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Comparative Analysis, *Content Reading, *High Achievers, Higher Education, *Low Achievers, *Reading Processes, *Reading Research, *Study Skills

Identifiers-*Reading Strategies

A study was undertaken to identify the strategies good and poor readers at the university level use when reading a text assignment. Forty-four study strategies were identified based on answers to a questionnaire concerning how they studied that was given to one hundred university freshmen enrolled in an elective reading and study skills class. Next, a comparable sample of 133 freshmen students were given both an economics chapter to read and the 44 strategies, followed by a seven point Likert-type scale to indicate the frequency with which they perceived themselves using each strategy. The 133 freshmen were divided into good, average, and poor readers according to their scores on the Nelson-Denny Reading Test. The good and poor readers' responses to the 44 questions were analyzed. Analysis revealed few significant differences between responses of good and poor readers. Two of the reported differences between good and poor readers were that good readers' strategies reflected a sense of a serious, systematic approach to text reading and that good readers reported reading for an overview more often than did poor readers. (MKM)

ED 182 733 CS 005 296

*Tompkins, Stephen R.*

**Speed Reading/Scholarship Skills for Gifted High School Students.**

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Bound Students, *Gifted, Reading Instruction, Reading Programs, *Reading Research, Secondary Education, *Speed Reading, *Study Skills

A speed reading/scholarship skills course was offered to college-bound students in the Dallas, Texas, school system in 1977-78. Approximately 1,700 students took the 60-day elective course in 20 different high schools. As measured by the Nelson-Denny Standardized Reading Test and compared to college freshman norms, students registered the following gains: over one year in vocabulary; one year, five months in comprehension; and four years, seven months in reading speed. The course has three areas of emphasis: reading efficiency, as measured by increased speed and comprehension; study efficiency; and college efficiency. A follow-up questionnaire mailed to students upon whom the course had been field tested, after they had spent one year in college, indicated that students had retained and used many of the skills they had been taught in the course. (MKM)

ED 182 828 EA 012 436

*Mitsakos, Charles L. Seifert, Kenneth R.*

**Teacher Evaluation Program.**

Andover Public Schools, Mass.

Pub Date-Sep 79

Note-22p.; For a related document, see EA 012 437

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, *Instructional Improvement, *Measurement Techniques, Personnel Evaluation, Program Descriptions, Records (Forms), *Teacher Evaluation

Identifiers-*Andover Public Schools MA

This report discusses the teacher evaluation program in the Andover Public Schools, Massachusetts. The bulk of the document is made up of the two forms used to conduct teacher evaluation: a performance standards and rating scale (appendix B), by which all staff are appraised; and an instructional improvement plan (appendix C), which provides for an individualized review of a teacher's growth and development. (Author/LD)

ED 182 423 CE 023 501

**Terminology of Technical and Vocational Education (Terminologie de l'Enseignement Technique et Professionnel). Ibedata.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency-International Bureau of Education, Geneva (Switzerland).

Pub Date-78

Note-94p.

Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($4.00).

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Collected Works - Serials (022)

**Document Not Available from EDRS.**

Descriptors-*Definitions, *English, *French, Global Approach, Glossaries, *Technical Education, Vocabulary, *Vocational Education

This international glossary of vocational education, its full text and index in both English and French, is intended to serve a dual purpose: (1) to establish a generally acceptable international terminology in the two major working languages of UNESCO in order to facilitate international communication in the field of technical education and (2) to promote and facilitate a more precise understanding of the UNESCO Recommendation Concerning Technical and Vocational Education (1962) and its susequent revision (1974). The 124 terms defined in the guide are grouped from the more general to the more particular under the following major headings: (1) general education (e.g., lifelong education, non-formal education, special education), (2) systems and structures in education (e.g., accreditation service, articulation, upper secondary education, work-study programs, extension services), (3) content of technical and vocational education (core curriculum, practice period), (4) the teaching and learning process, (e.g., programmed instruction, teaching aids), (5) guidance (e.g., aptitude tests), (6) teaching staff (e.g., practice teaching, technical teacher educator), (7) training (e.g., retraining, apprenticeship), and (8) employment (e.g., labor market, skilled worker). The alphabetical index is cross-referenced to paragraph numbers in the UNESCO Recommendation. (JT)

ED 182 441 CE 023 748

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Agriculture.**

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-39p.; For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available.

Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Ability, *Agricultural Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests

Identifiers-Colorado

This basic vocational related skills assessment module in agriculture is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematis. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

# ED 182 536 CE 024 119

**Instructional Guide for Vocational Power Mechanics. V & TECC Curriculum Guide.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-Sep 79
Grant-VA-7913306
Note-129p.
Available from-Public Information and Publications Office, Virginia Department of Education, Box 6Q, Richmond, VA 23216 (Order No. CG-9, $3.00).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Auto Mechanics, Curriculum Guides, Curriculum Planning, Fluid Power Education, Learning Activities, *Power Mechanics, Resource Guides, Secondary Education, Skilled Occupations, Teaching Guides, *Trade and Industrial Education

This trade and industrial curriculum guide for power mechanics is designed for vocational power mechanics programs that provide 960 hours of instruction. The introductory section provides a statement of philosophy, block time schedule, and the objectives for power mechanics. Following the introductory section, fourteen blocks of instruction are presented: (1) orientation; (2) introduction to power mechanics; (3) principles of the internal combustion engine, (4) two-cycle engine; (5) four-cycle engine; (6) introduction to rotary engines; (7) power measurement; (8) operation, routine maintenance, and storage; (9) review; (10) diagnosis and tune up; (11) power transmission; (12) fluid power; (13) pneumatic power; and (14) facility management. Each block provides a list of student objectives and a table that contains the topics of instruction, content/method suggestions, and student activities. Appended material includes a list of instructional aids and an example of a unit guide for block 4. (LRA)

ED 182 576 CE 024 261

*Espy, John*
**Nuclear Technology. Course 28: Welding Inspection. Module 28-1, Welding Fundamentals and Processes.**
General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-54p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This first in a series of ten modules for a course titled Welding Inspection describes the role and responsbilities of the quality assurance/quality control technician in welding inspections. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 598 CE 024 283

*Kupiec, Chet Espy, John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-7, Pressure Vessel Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-54p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, *Equipment Maintenance, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This seventh in a series of eight modules for a course titled Mechanical Inspection is devoted to the design and fabrication of the reactor pressure vessel. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen

technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 669 CG 014 211

*Wittmer, Joe Loesch, Larry C.*

**Personalizing Career Guidance Assessment Information Through Group Counseling. Module 35.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-97p.; For related document see CG 014 210

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Science Research, *Career Education, *Counseling Effectiveness, *Educational Assessment, *Group Counseling, Group Instruction, Guidance Personnel, Interpretive Skills, *Occupational Information, Secondary Education, *Student Needs

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance at the secondary school level. The goal of this module is to teach the use of group counseling techniques and activities to students as a means of helping them gain greater and more effective understanding of their assessment of their career guidance informational needs. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 778 CS 502 796

*Austin, Bruce A.*

**Television Programming during People's Time.''**

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Commercial Television, Mass Media, News Reporting, *Programing (Broadcast), *Television Research

A study was initiated to answer questions concerning television programing during people's time'' in a medium-sized market. People's time'' is defined as local prime time from 4:00 p.m. to 8:00 p.m. as contrasted with prime or network time and is considered a time when local broadcasters have an opportunity to serve their audience's nonentertainment needs. Content analysis was applied to the TV Guide,'' and the findings indicated that: (1) six of the 21 program types identified accounted for 70.2% of the programing during people's time, (2) overall, no significant difference was found between three stations' program offerings, (3) of the total broadcast hours considered, 0.6% were identified as both children'' and local public affairs,'' (4) local news'' comprised 10.6% of the aggregate content, and (5) nonentertainment programing, consisting of the sum of five program types, cumulatively accounted for 22.7% of people's time. (MKM)

ED 182 919 EC 123 120

*Darby, Betty L., Ed. May, Marcia J., Ed.*
**Infant Assessment: Issues and Applications.**
Washington Univ., Seattle. Western States Technical Assistance Resource.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-77-0508
Note-240p.; Proceedings of conferences (1st, Seattle, WA, May 31-June 2, 1978; 2nd, San Francisco, CA, February 28-March 2, 1979)
Pub Type- Collected Works - General (020)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Aurally Handicapped, Cognitive Development, Cognitive Processes, Communication Skills, Downs Syndrome, *Evaluation Methods, *Handicapped Children, *Identification, *Infants, Mothers, Motor Development, *Neonates, Neurologically Handicapped, Parent Child Relationship, Screening Tests, Social Development

The book offers 14 papers presented at two conferences on assessment and intervention with handicapped infants, sponsored by the Western States Technical Assistance Resource. Titles and authors include: Neonatal Diagnosis of the Neurologically Handicapped'' (M. Coleman); Principles of Infant Assessment'' (J. Swanson); Focus on the Parent-Infant Dyad'' (J. Kelly); Developmental Screening Overview'' (J. Meier); Legal/Ethical Issues in Early Intervention'' (W. Dussault); Early Motor Development Assessment and Intervention'' (M. Swanson); Infant Cognition Considerations for Assessment Tools'' (B. Darby); Communication Development, Assessment, and Intervention'' (N. Nichols); Social Development and Assessment'' (P. Doyle); Methods of Assessing Mother-Infant Interactions'' (C. Ramey); Assessment of Visually Impaired Infants'' (R. DuBose); Assessment of the Young Hearing-Impaired Child'' (M. Thompson); Infant Learning Program For Down's Syndrome'' (V. Dmitriev); and Early Intervention From Research to Practice'' (C. Ramey et al.). A selected bibliography is also included. (DLS)

ED 182 985 FL 010 837

*Cowart, Wayne*

**Production, Comprehension, and Theories of the Mental Lexicon. CUNYForum, Numbers 5-6.**

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Pub Date- 79
Note-22p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Auditory Discrimination, *Auditory Perception, *Cognitive Processes, Communicative Competence (Languages), Componential Analysis, Diachronic Linguistics, *Language Processing, *Linguistic Performance, *Listening Comprehension, *Memory, Semantics, Speech Communication, Syntax, Vocabulary

Problems related to the structure of the mental lexicon are considered. The single access assumption, the passive memory assumption, and the heterogeneous memory assumption are rejected in favor of the theory which assumes several active memories, each able to store expression based on only one homogenous set of abstract primitives. One lexicon provides a systematic phonemic description of each morpheme and another supplies a syntactic description of each item. The third contains the semantic description of every item in the phonemic lexicon and description of any syntactic elements that do not appear in the phonemic lexicon. Each lexicon stores only one kind and all of that kind of information. In comprehension, each lexicon compares the input to its contents. If it finds a mismatch, it withdraws as a possible analyzer of input and passes the item on to the next lexicon. This serial odering prevents errors in comprehension. Errors in production, such as malapropisms (which form the empirical motivation for the hypothesis) occur because output is planned simultaneously rather than serially. Through this theory of discrete components of the human language performance system, various disorders defined as the disruption of some subset of components may be predicted. (PMJ)

ED 182 518 CE 024 063

**Developing Individualized Modules for Vocational-Technical Education.**

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Pub Date-Jun 79
Note-104p.; Not available in paper copy due to light print; For a related document see CE 024 062
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Autoinstructional Aids, Curriculum Development, Curriculum Evaluation, Educational Resources, Guides, *Individualized Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Material Development, Media Selection, *Performance Based Education, *Teacher Developed Materials, Teaching Guides, Textbooks, *Vocational Education

Written for use by vocational-technical teachers as a reference, workshop resource, or resource for an individualized self-paced inservice package, this text is designed to provide knowledge and techniques necessary to develop or adapt modules for individualized instruction. Part 1 presents the basics of individualized instruction in three chapters: Individualized Instruction in Perspective,

Individualized Instruction as Applied to Vocational-Technical Education, and Degree of Individualization. The five chapters in part 2 contain the principles for planning, developing, and adapting modules. Chapter 4, Planning for Individualized Modules, includes an assessment of the basic curriculum requirements, feasibility considerations, and specific suggestions for sequencing, selecting learning resources, and planning learning experiences. Preparation of the student and teacher guides for individualized learning activities is explained in chapters 5 and 6, Developing the Student Guides and Developing Teacher Guides. The components of the guides are outlined, and sample guides are provided. Chapter 7, Guide for Developing Modules, presents a step-by-step process, including planning instructional requirements and strategies and preparing learning activity and teaching guides. Chapter 8, Evaluating Modules for Possible Use or Adaptation, contains evaluation guides organized into two sections: evaluation of the total package and evaluation of the instructional materials. (YLB)

ED 182 803 EA 012 364

McHugh, Royston, Ed.

**Educational Administration: Approaches to Professional Development. Proceedings of the Annual Conference of the British Educational Administration Society (7th, London, England, September 1978).**

British Educational Administration Society.

Pub Date-79

Note-113p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Conference Reports, *Educational Administration, Foreign Countries, *Professional Development, Speeches

Identifiers-*British Educational Administration Society, *England

This book contains proceedings of the annual conference of the British Educational Administration Society (BEAS) held in September 1978 in London. The theme of the conference was approaches to the professional development of educational administrators and the future role of the BEAS in that process. Three speeches are included, covering the following topics: the future of BEAS, requirements for professional development, and future developments in the field of educational administration. A panel discussion of the proceedings is also included. (Author/LD)

ED 182 852 EA 012 486

*Hill, Richard And Others*

**The Financing of Elementary and Secondary Education in North Dakota. The FESEND Project.'' Technical Report Number Two.**

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Aug 79

Note-124p.; For related documents, see EA 012 484-487; Not available in paper copy due to marginal legibility of tables

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Accreditation (Institutions), *Administrator Attitudes, *Educational Finance, Elementary Secondary Education, *Expenditure Per Student, Finance Reform, *High School Curriculum, School Districts, School Redistricting, School Superintendents, School Surveys, *Special Education, Tables (Data)

Identifiers-*North Dakota

This report, one of several companion reports to the publication entitled, A General Report,'' is concerned with analysis of a study of school finance in North Dakota. It contains position papers, data, and data treatment on which the general report was based, covering the following topics: financing of elementary and secondary schools in North Dakota, interviews with school officials, longitudinal accreditation data, high school course offerings, reorganization and annexation of school districts, and financing special education. (Author)

ED 182 938 EC 123 186

*Frostig, Marianne*

**Perceptual Training, The State of the Art.**

Pub Date-Oct 78

Note-40p.; Paper presented at the International Seminar on Learning Disabilities (Guadalajara, Mexico, October 12-15, 1978)

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Early Childhood Education, Evaluation Methods, Infancy, *Learning Disabilities, Perception Tests, *Perceptual Development, *Perceptually Handicapped, *Teaching Methods, *Visual Perception

The author discusses the role of perceptual training in the education of young perceptually handicapped children. Distinctions are drawn between perception and awareness, and the necessity of stimulation to encourage infant and child learning is emphasized. Commonalities between perception and learning are underscored. The author stresses that perceptual training should continue with retarded and learning deficient children as long as improvement in perceptual skills is observed. The evaluation of visual perception through the Marianne Frostig Developmental Test of Visual Perception is discussed in detail, and other approaches to perceptual assessment are considered. (CL)

ED 182 960 EC 123 356

*Schwartz, Terry Ann And Others*

**The Relationship of Elementary Classroom Teachers' Perceptions of Job Satisfaction and Role in Implementing P.L. 94-142 to Their Degree of Alienation: Implications for In-Service Training. Final Report.**

Virginia Univ., Charlottesville, Bureau of Educational Research.

Pub Date-Jul 79

Note-160p.; The Project was also supported by the District VII Projects Committee of Phi Delta Kappa

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Elementary Education, Exceptional Child Research, *Handicapped Children, *Job Satisfaction, *Mainstreaming, *Teacher Attitudes, *Teacher Role

Identifiers-*Education for All Handicapped Children Act

Three hundred thirteen regular education, elementary classroom teachers participated in a study examining the relationship of their perceived role in implementing P.L. 94-142 (the Education for All Handicapped Children Act) and their job satisfaction to their degree of work alienation. Questionnaires addressed four aspects: (1) sample characteristics, their involvement in mainstreaming, and their role as a result of P.L. 94-142; (2) their role in mainstreaming regarding preparation, decision making, and opinions of the mainstreamed child; (3) degree of alienation to work or to their fellow workers; and (4) their job satisfaction. Among results were that approximately one half had not been told what responsibilities they had in the mainstreaming process and had not had adequate input into the program. The strongest indicators of alienation were those that focused on schools as imperfect organizations. Grouped responses on job satisfaction indexes showed that overall satisfaction was relatively high. Other findings included that teachers with mainstreamed students were more likely than their counterparts to perceive their role in implementing P.L. 94-142 positively, as well as more likely to describe their work specific job satisfaction positively. (CL)

*Keene, Lois, Ed.*
**The Catalog, 1978-1979. Revised Edition.**
Career Education Resource Center, Englewood, Colo.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-196p.; Not available in paper copy due to small, brown print; For related documents see ED 163 204 and ED 164 957
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Annotated Bibliographies, Business, Career Awareness, *Career Education, *Community Resources, Consumer Education, Guidance, Industry, *Instructional Materials, Job Skills, Museums, Occupational Clusters, *Occupational Information, Reference Materials, Resource Centers
Identifiers-Colorado

This catalog provides an annotated list of the career education materials which may be borrowed for previewing from the Career Education Resource Center in Colorado. Covering materials of interest to educators in kindergarten through postsecondary programs, the catalog includes items produced by classroom teachers, commercial publishers, business and industry, and state and federal projects. The major topics by which the materials are categorized are as follow: classroom subject areas such as mathematics, language, art, and home economics; consumer education; guidance; reference, including information on teaching strategies and historical background; career clusters, as defined by the U.S. Office of Education (USOE); and business and industrial materials. The section on commuqity resources contains the following information: (1) a description of the State Community Resource Bank philosophy and objectives; (2) a listing of program directors to contact for local/community resource information; (3) how to order this information; (4) a list of firms, organizations, schools, and other community groups to contact for information; (5) a list of fifteen USOE occupational clusters; and (6) a list of statewide museums with descriptions and information on location, hours, tours, fees, and grade level. The types of materials include audiovisual aids, lesson plans, student materials, bibliographies, dictionaires, learning activity packets, teacher guides, and textbooks. (LRA)

ED 182 621 CG 014 106

*Ross, Abraham S.*

**A Cohort Analysis of Loneliness and Friendship in the First Year of University.**

Memorial Univ., St. John's (Newfoundland).
Spons Agency-Canada Council, Ottawa (Ontario).
Pub Date-Sep 79
Grant-410-78-0406
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Students, Foreign Countries, *Friendship, Higher Education, *Interpersonal Relationship, *Peer Relationship, Psychological Studies, Questionnaires, Research Projects, Social Relations, Social Science Research, *Stress Variables
Identifiers-*Canada, *Loneliness

An analysis of loneliness and friendship in first-year university students is examined. Random samples of students (N 390) enrolled in introductory psychology classes were polled in the first two weeks of the academic year; the last three weeks before first semester final examinations, and the last three weeks before second semester final examinations. Respondents were asked to fill out questionnaires about where they resided and who were their friends. They completed the UCLA Loneliness Scale. Findings indicate that loneliness was related to residence, with students who lived in dormitories least lonely, students living at home (with parents) next least lonely, and off-campus students the most lonely. Other conclusions were that students spending their first year at a university in dormitories made more new friends, retained fewer of their old friends back home, and were less lonely than any other residence group. Students living with their parents had fewer friends at the university and these tended to be old friends. Students living off-campus made fewer friends and maintained more of their old friendships back home. (Author/BMW)

ED 182 645 CG 014 143

*DeEsch, Jesse B.*

**Group Counseling for Counselor Candidates: The Group Log.**

Pub Date- 79

Note-11p.; Paper presented at the Annual Conference of the North Atlantic Region Association for Counselor Education and Supervision (Newark, NJ, October 25-26, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Counselor Training, *Diaries, Graduate Students, Group Counseling, *Group Experience, Higher Education, Interaction Process Analysis, Intervention, Leadership Styles, *Personal Growth, Professional Training, Program Descriptions, *Self Evaluation, *Skill Development

This article describes the use of a Group Log to evaluate the personal growth experienced and group skills learned in group counseling in which the counselor-in-training writes a Group Log for each group experience. The evaluation criteria of the log are presented in terms of therapeutic forces and group dynamics observed, self-awareness recognized while being a group member, detected feelings and observed behaviors of other group members, and the means of enhancing the group's progress. The beneficial aspects to students writing these logs include the following: (1) using recognition and recall skills to assess the importance of behaviors related to effective group movement; (2) gaining insight through introspective thoughts relative to one's own involvement as a group member; (3) being conscious of the uniqueness of other members; and (4) developing potential leader interventions through relationship to recognized behaviors and sensed feelings. (Author)

ED 182 734 CS 005 300

*Seibert, Jane B. And Others*

**Emerging Trends in Parent-School Communication.**

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Achievement, *Communication (Thought Transfer), *Educational Research, Elementary Secondary Education, Parent Participation, *Parent School Relationship, *Parent Teacher Conferences, *Parent Teacher Cooperation

School and home communication is of increasing interest in an era of concern for educational accountability. A review of research shows that landmark studies of the 1960s concentrated on the educational needs of the disadvantaged child and the influence of the home on school achievement. The current trend is toward attempting to unite the strengths of parents, child, and school in a common effort. Some illustrations of this trend are the holistic approach as exemplified by the PUSH program of Jessie Jackson and the Dade Partners program in Dade County, Florida. Some approaches directly related to skill development and enriched environment for reading are being carried out by the Dallas (Texas) Independent School District, the Chattanooga (Tennessee) Public Schools, and the Hurst-Euless-Bedford (Texas) Independent School District Reading Is Fundamental Programs. A survey of 254 parents of students from grades one to nine in the north Texas area showed that while parents got information from (in order) report cards, telephone calls, notes from the teacher, parent-teacher conferences, and school open house, they rated the effectiveness of communication in the order of: parent-teacher conferences, open house, and report cards and teacher notes. (TJ)

ED 182 756 CS 205 406

*Raines, Shirley*

**Listening-Thinking Tasks in Selected Elementary Language Arts Materials.**

Pub Date-[illegible] 80
Note-19p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cognitive Development, Complexity Level, Comprehension, Content Analysis, Educational Research, *Instructional Materials, *Learning Activities, Listening, *Listening Comprehension, *Listening Skills, Primary Education, *Skill Development, Student Development, Student Needs, Thought Processes

Teachers' guidebooks that accompanied commonly used kindergarten, first, and second grade language arts kits or textbooks were reviewed to determine what listening tasks and thinking skills were stressed. Five first grade, five second grade, and two kindergarten kits/textbooks were selected for review. Examination of these materials clearly demonstrated the dominance of literal comprehension tasks. Inferential comprehension was second in frequency across the three grade levels, followed by appreciation and evaluation. In view of these findings, it appears that teachers who follow the guidebooks to prepare listening-thinking tasks are asking children to think primarily at the lowest level thought processes literal comprehension. The authors of the elementary teachers' guidebooks obviously concentrate on the literal comprehension thinking process in listening tasks, giving relatively little attention to inferential comprehension, evaluation, and appreciation. Since elementary school children are expected to spend a great portion of each school day listening, and since listening is a primary avenue of information for children, educators need to put greater emphasis on the higher level thought processes that students will need to use throughout their educational careers. (RL)

ED 182 829 EA 012 437

*D'Elia, Michael T.*

**Field Test of Effective Teaching Performance Standards and Rating Scale in the Andover (Massachusetts) Public Schools. Final Report.**

Andover Public Schools, Mass.
Pub Date-22 Jun 79
Note-25p.; For a related document, see EA 012 436
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Secondary Education, *Measurement Instruments, *Performance Criteria, Records (Forms), School Surveys, *Standards, *Statistical Analysis, *Teacher Evaluation, Teachers
Identifiers-*Andover Public Schools MA

This report consists of a 1979 field test of a set of ten effective teaching performance standards and a rating scale designed to evaluate teaching in the Andover Public Schools, Massachusetts. Appraisals were conducted by teams of three or four administrative evaluators, following a series of formal and informal observations. Each evaluator completed an individual report on each of 25 teachers and then participated in a composite appraisal with members of his or her team. Results showed the ten standards proved highly reliable and valid in differentiating among teachers of various abilities. Interrater reliability was also very high when measured as the degree of agreement among raters on total scores assigned teachers. The paper concludes that when the instrument is used with teachers in a regular school setting, the rating scale composed of the total ten standards will do a consistent job of differentiating teachers of various competencies. Included are copies of the performance standards and the rating scale. (Author)

ED 182 877 EC 122 883

*Munson, Harold L. Miller, John K.*

**Mainstreaming Secondary Level Deaf Students in Occupational Education Programs.**

Rochester Univ., N.Y. Graduate School of Education and Human Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-G007601433

Note-386p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-*Deaf, Exceptional Child Research, High School Students, Individualized Programs, Junior High School Students, *Mainstreaming, Program Design, *Program Evaluation, *Secondary Education, *State Programs, Student Attitudes, Teaching Methods, *Vocational Education

Identifiers-*New York

The 3 year study investigated four New York programs in which junior and senior high school students enrolled in schools for the deaf were mainstreamed into occupational education courses at neighboring education centers. Data were collected on philosophical views toward career education, information and decision making functions, individual educational planning and program articulation, establishment and maintenance of an effective learning environment, knowledge and attitudes toward deafness in the occupational setting, the social milieux, program graduates, and parental and student reaction. Among findings were the following: career guidance was largely nonexistent, parents relied heavily on the judgment of school personnel for program planning recommendations, written tests were seen as the appropriate assessment tool for evaluating students' content or substantive knowledge, the course options of deaf students were limited to reasonably receptive situations, classroom social climate was generally favorable toward mainstreamed students (ostensibly to protect them from negative bias), and a substantial number of student withdrawals reported difficulties with classroom instruction and evaluation processes. Suggestions were made regarding mainstreaming, vocational learning-maturaton, the cognition of work, social learning-maturation, developing individualized educational programs, gearing up staff, serving mainstreamed students, collaborating with parents, and providing transition from school to work. (SBH)

ED 182 897 EC 122 995

*Michael, Mary Ellen, Comp. Rudy, Carolyn D., Ed.*

**Citizen Advocacy Resources.**

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-79

Grant-54-P-71269/6-01

Note-155p.

Available from-Research and Training Center in Mental Retardation, Texas Tech University, Box 4510, Lubbock, TX 79409 ($3.00)

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-Annotated Bibliographies, Architectural Barriers, *Child Advocacy, Civil Liberties, *Developmental Disabilities, Employment, Fund Raising, Organizations (Groups), Program Administration, Public Relations, Resource Guides, *Resource Materials, Social Attitudes, State Agencies, Transportation, Voluntary Agencies, *Volunteers

Identifiers-Deinstitutionalization (Handicapped)

The document presents an annotated bibliography of literature, training materials, and other resources relevant to citizen advocacy for developmentally disabled persons, with special emphasis on materials produced in the last 5 years. The focus is on publications that can be useful to advocacy programs staffed largely by laypersons and volunteers; technical materials intended for professionals are generally excluded. Resources listed focus primarily on consumer advocacy, citizen advocacy, or lay advocacy. Entries are grouped under fourteen subject areas and include title, author, publisher or other distributor, date of publication, pagination, and rental or purchase price. A brief description of the materials is provided. Intended users are indicated. Major subject areas include developmental disabilities (with subheadings general,'' attitudes,'' and parenting''); advocacy (with subheadings principles'' and training''); administration (with subheadings leadership,'' volunteers,'' fundraising,'' and public relations''); rights and benefits (with subheadings legal rights,'' education,'' employment,'' and supplemental security income''); access and travel; community living; periodicals; bibliographies; resource organizations; and state agencies. A list of publishers' addresses is also provided, along with author, title, and subject indexes. (DLS)

ED 183 006 FL 010 963

*Godden, Kurt*

**Attributive and Referential Uses of Basic Syntactic Constituents. Kansas Working Papers in Linguistics, Volume 4, Number 1.**

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-79

Note-10p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Comprehension, Cultural Context, Grammar, Language Patterns, *Language Research, *Language Usage, *Pragmatics, *Semantics, *Sentences, Sociolinguistics, *Syntax

Donnellan's distinction between attributive and referential uses of definite descriptions is extended to include Lewis' basic categories. The distinction as applied to sentences is brought out by investigating the consequences of the failure of presupposed sentences. Stalnaker uses Donnellan's distinction to support his theory of creating an intensional level between those of interpreted sentences and extensions. This intensional level consists of functions taking only possible words as input and giving the extension as output. Therefore, by extending Donnellan's distinction more support is given to Stalnaker. (Author)

ED 182 461 CE 023 933

*Orsak, Charles G. And Others*

**An Assessment of Need for Developing and Implementing Technical and Skilled Worker Training for the Solar Energy Industry.**

Navarro Coll., Corsicana, Tex.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date-Jan 78

Contract-DOE-EG-77-S-04-3869

Note-38p.; For a related document see CE 023 927

Available from-Navarro College, P.O. Box 1170, Corsicana, TX 75110 (Complete 276-page report, $65.00).

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Educational Needs, Employment Opportunities, *Employment Projections, Employment Qualifications, *Job Market, Job Skills, *Manpower Needs, Needs Assessment, Occupational Surveys, Postsecondary Education, *Solar Radiation, Task Analysis, Technical Education, *Technical Occupations

Identifiers-*Emerging Occupations

A Navarro College, Texas, study determined the quantitative and qualitative needs for developing skilled manpower for the solar industry and secondarily identified the (present) solar industry manpower populations and tasks performed by solar technical and skilled workers. Results from three initial working groups addressing equipment, market penetration, and skills analysis were combined by a fourth manpower assessment group to (1) forecast solar-trained manpower needs and (2) determine the training required to produce manpower capable of performing the identified tasks. Based on data from available market studies, the demand for trained workers to design, install, and maintain solar systems will be substantial and will develop concurrently with the demand for solar equipment. According to solar market projections, 2.4 million solar units will be installed by 1985. By that time there must be 25,000 skilled workers in the solar field, one-fifth trained at the technician level. Solar technician training should be equivalent in length and extent to that for heating, ventilating, and air conditioning technicians approximately a two-year program. Solar mechanics training can continue to be provided by solar industry. To meet the demand, approximately eight schools, each graduating fifty solar technicians a year, are needed. (Tables and figures are appended.) (YLB)

ED 182 480 CE 024 002

*Gray, William Henry And Others*
**High Interest Reading Kit. Volume 1.**
Love Publishing Company, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date- 77
Note-74p.; For related documents see CE 024 001-006
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, *High Interest Low Vocabulary Books, Language Experience Approach, Readability, *Reading Instruction, *Reading Materials, Young Adults
Identifiers-Learning Experience Approach

Designed to provide high interest reading materials for late-adolescent- and adult-elementary-level readers, this kit contains reading exercises with a difficulty of fourth-grade-and-below readability. The kit includes thirty-five reading exercises developed from unedited stories dictated by students (the Learning Experience Approach). Following each exercise are fifteen true-false questions at the literal, interpretive, and applied levels. Exercises need not be used in sequence. Instructions and suggestions for use are found in the companion teacher's manual (CE 024 001), which is available separately. Kits for other reading levels are also available (see note). (YLB)

ED 182 499 CE 024 036

*Gordon, Ruth, Comp. And Others*

**Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography. Volume II: State-Administered Projects.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 80
Contract-300-78-0032
Note-609p.; For a related document see ED 170 532
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF03/PC25 Plus Postage.**
Descriptors-Abstracts, *Bilingual Education, *Career Education, Contracts, *Curriculum Development, *Demonstration Projects, Educational Innovation, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Program Descriptions, *Research Projects, State Aid, State Departments of Education, State Programs, *Vocational Education

Volume II of a two-volume annotated bibliography presents resumes of research and exemplary and innovative program projects that were administered by the state departments of education during fiscal years 1970-1977. The projects described in Volume II were supported with funds authorized by Section 131(b) of Part C and Section 142(d) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576). Following the introduction, the resumes are arranged alphabetically by state and grouped by fiscal year within each part of the legislation under which funding was obtained. The information provided for each project includes the title, project director and organization, funding period, state contract or control number, and an annotation focusing on project objectives. Volume I, published in January 1979, contains information on research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education. (Author)

ED 182 691 CS 005 242

*Zajano, Nancy C. Davidson, Amy B.*

**Burrillville School Department BRONCOS Reading Improvement Project 1978-79. Final Evaluation Report, September 10, 1979.**

Rhode Island Coll., Providence. Center for Evaluation and Research.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-10 Sep 79

Note-116p.; For related documents see CS 005 242-244; Table 7 has small type. Best copy available.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Elementary Education, *Language Experience Approach, *Parent Participation, *Program Evaluation, Reading Instruction, *Reading Programs, *Reading Research, Self Concept

Identifiers-*Reading Attitudes, Right to Read

This final evaluation report of the Burrillville Reading Observes Necessary Communication Objectives and Skills (BRONCOS) project, a Right to Read program in Burrillville, Rhode Island, summarizes the results for each of the project's four general and ten specific objectives and describes the activities that have been carried out to accomplish each objective. It is noted that the language experience approach to reading and the increased support of parents and the Burrillville community may have contributed to improved reading performance, attitude toward reading, and self-concept of the participating kindergarten through grade eight students. (MKM)

ED 182 712 CS 005 268

*Jones, Beau F. Hall, James W.*

**Effects of Cross-Classification Strategies for Recalling Prose and for Writing Compare-and-Contrast Essays.**

Pub Date-79

Note-28p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Composition (Literary), *Content Reading, Educational Research, *Expository Writing, Grade 7, Junior High Schools, Junior High School Students, *Organization, Reading Research, *Reading Skills, Recall (Psychological), *Retention, *Study Skills

After 44 seventh grade students were matched in pairs according to their reading achievement test scores, one member of each pair received training in a cross-classification strategy (matrix outlining), while the other member of each pair received unrelated training. Cross-classifiable information is information that can be categorized along two dimensions simultaneously, such as countries classified in name categories and attribute (type of economy) categories. The trained students had significantly higher scores than untrained students on their free recall of 36 disorganized sentences and on their compare-and-contrast essays. Both tests were given without strategy prompts. The posttest data also indicated that the training was especially effective in increasing learning by low achieving students. (RL)

ED 182 779 CS 502 798

*Norton, Robert W. And Others*

**Communicator Style as a Predictor of Effectiveness and Attractiveness: A Developmental Study.**

Pub Date-Nov 79
Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Communication Skills, Decision Making, *Group Relations, Higher Education, *Individual Characteristics, *Interpersonal Attraction, *Interpersonal Competence, *Interpersonal Relationship, Predictor Variables
Identifiers-Communication Research, *Communicator Style

From a group of 288 college students that completed the Communicator Style Measure (CSM), 72 subjects were randomly assigned to triads in a study exploring the relationships between communicator style, effectiveness, and attractiveness. The 72 subjects were selected by their CSM scores and stratified into three groups (high, medium, and low). The subjects were asked to make a personal commitment to five symbolic representations of present American values, after which they helped their groups perform the same decision making task. The results suggested that the CSM predicts effectiveness and that the dominance variables seem to be the best predictors. Attractiveness was inversely related to the dominance variables. (Author/RL)

ED 182 804 EA 012 375

*Canipe, Stephen L.*

**Perspectives on School Energy Use.**

Pub Date-79
Note-38p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Bus Transportation, Cost Effectiveness, *Differences, Elementary Secondary Education, *Energy Conservation, Expenditure Per Student, *Fuel Consumption, *Fuels, Heating, National Surveys, *Regional Characteristics, School Districts, *School Improvement, School Integration, School Law, Student Transportation, Tables (Data)
Identifiers-North Carolina

This paper offers a general perspective of school energy use based on national surveys and a state of North Carolina perspective based on the public school laws that can have energy impact. Data from two surveys conducted in 1972-73 and 1974-75 are analyzed. Findings show a shift away from oil and a shift from direct use of coal to use of electricity generated from coal. Districts greater than 5,000 pupils use proportionately much greater amounts of coal and propane. A study of average energy costs per pupil compiled for selected years from 1969-78 shows energy costs over the period have increased almost 322 percent. Not all of the energy cost increase over the period 1972-78 was due to increased fuel costs. Some data exist showing pre- and post-desegregation transportation costs. Other energy costs are due to the lack of life cycle costing in schools built in the 1950s and 1960s. Measures that school districts can take to save energy are discussed. The last section of this paper contains a brief description of North Carolina laws and their potential impact on school systems within the state. (Author/MLF)

ED 182 442 CE 023 749

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Graphic Arts.**

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-42p.; For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available.

Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, *Graphic Arts, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests

This basic vocational related skills assessment module in graphic arts is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 182 577 CE 024 262

*Espy, John, Selleck, Ben*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-2, Shielded Metal Arc and Oxyacetylene Welding.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-47p.; For related documents see CE 024 245-298. Some tables marginally legible.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Equipment, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology: Oxyacetylene Welding

This second in a series of ten modules for a course titled Welding Inspection describes the key features of the oxyacetylene and shielded metal arc welding process. The apparatus, process techniques, procedures, applications, associated defects, and inspections are presented. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 599 CE 024 284

*Kinne, Bruce Espy, John*

**Nuclear Technology. Course 30: Mechanical Inspection. Module 30-8, Rotating Equipment Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-52p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, *Equipment Maintenance, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This eighth in a series of eight modules for a course titled Mechanical Inspection describes mechanical inspections and electrical tests which are typically performed on installation of rotating equipment. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

*Hill, Richard And Others*

**Reactions of FESEND Recommendations: The Financing of Elementary and Secondary Education in North Dakota. The FESEND Project.''**

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Aug 79

Note-86p.; For related documents, see EA 012 484-486

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Administrator Attitudes, *Community Attitudes, *Educational Finance, Elementary Secondary Education, *Finance Reform, Questionnaires, School Districts, School Surveys, Tables (Data)

Identifiers-*North Dakota

This report contains a summary of reactions to recommendations that are contained in the report, A General Report The Financing of Elementary and Secondary Education in North Dakota.'' Opinions were solicited at eight hearings across the state from over 200 North Dakota citizens interested in promoting equity in educational finance programs. At these hearings, participants analyzed, evaluated, and reacted to 46 recommendations that had been developed by a study group. The reactions are reported in the book by geographic area, high school size, role of lay citizens versus professional educators, as well as by all participants in general. Results indicated a consistency of response among respondents and substantial agreement with recommendations. Numerous tables are offered together with a copy of the questionnaire. (Author/LD)

ED 182 939 EC 123 187

**Special Education Program for Severely and Profoundly Handicapped Individuals: A Directory of State Education Agency Services.**

National Association of State Directors of Special Education, Washington, D.C.
Pub Date-Aug 79
Note-59p.
Available from-National Association of State Directors of Special Education, 1201 16th St., N.W., Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Consultants, Definitions, *Delivery Systems, Elementary Secondary Education, Identification, *Severely Handicapped, *State Programs, State Surveys, *Teacher Certification, Teacher Education, *Trend Analysis

The report presents information based on a 1978 survey on programs in 46 state education agencies for severely and profoundly handicapped (SPH) individuals. The principal section of the report discusses summary data on state consultants responsible for services to SPH students, definitions, percentage of consultant time spent on programs, child find, individuals served in specific school settings, service models, certification procedures, personnel preparation in colleges and universities, model programs, inservice needs, and major trends in service delivery. Appendixes, comprising the bulk of the document, elaborate on the above topics, and include a 20 page paper by D. Bricker et al. entitled, Issues in Certification for Teachers of the Severely Handicapped.'' (CL)

ED 182 424 CE 023 504

*Hutchinson, Vincent G., Ed.*

**New Trends in Home Economics Education, Volume I. The Teaching of Basic Sciences.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-137p.

Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($9.25)

Pub Type- Opinion Papers (120) - Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors-*Curriculum Planning, *Educational Technology, *Home Economics Education, *Home Economics Teachers, Inservice Education, Needs Assessment, *Program Design, *Research Methodology

Identifiers-Finland

A selection of original texts is presented as well as extracts from conference reports and other publications in an attempt to provide a wide range of views by home economists working in different sectors of the educational spectrum and widely differing geographical settings. Chapter 1, Concepts of Home Economics Education, includes essays on home economics: a unified field approach; a new concept of household education as a school subject; and focus on home and family. Chapter 2, Research Strategies for Need Identification in Different Cultural Settings, includes a discussion of the plan your Household'' advisory program of the Martha Association in Finland from 1971 to 1974; research in home econonics; and identifying community needs. Other chapters focus on modes of curriculum planning, program formulation, application of educational technology to home economics education, supervision and inservice education for home economics, and home economics and other helping'' professions. (CT)

ED 182 519 CE 024 066

*Collins, Owen, Ed.*
**Career Education and Basic Education.**
Kentucky Valley Educational Cooperative, Hazard.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 79
Grant-G007802025
Note-16p.; Not available in paper copy due to colored paper
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Achievement, *Basic Skills, *Career Education, Comparative Analysis, *Correlation, Educational Research, Elementary Secondary Education, Fused Curriculum, *Integrated Activities, *Integrated Curriculum, Mathematics, Reading Skills
Identifiers-Kentucky

To provide a reliable correlation of how the basics'' are strengthened by implementing career education units, concepts, and/or skills into existing curricula, the Career Education Project of the Kentucky Valley Educational Cooperative studied the achievement of career education and non-career education students in reading, mathematics, and effective written and oral communications. The California Comprehensive Tests of Basic Skills were used to pre- and post-test the reading, language, arithmetic, and study skills of control groups of third-, fifth-, and tenth-grade students; the study skills scores were omitted from the study. Implementation guidelines were distributed for use in the orientation of participating schools and teachers. Teachers were to teach one unit per semester which emphasized the teaching of the basics and seven of thirteen suggested principles of career education. Some examples of the career education treatment and emphasis were The Telephone,'' a third-grade unit using free materials from a telephone company; fifth-grade marine science, a unit for which a bibliography was developed and a spelling match conducted; and a tenth-grade unit on career education in algebra II and another entitled English and the World of Work.'' (The material is presented in a question-and-answer format. An appendix gives the results of an analysis of the academic achievement data.) (YLB)

ED 182 537 CE 024 120

**Instructional Guide for Vocational Welding. V & TECC Curriculum Guide.**
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-Sep 79
Grant-VA-7913306
Note-108p.
Available from-Public Information and Documents Office, Virginia Department of Education, Box 6Q, Richmond, VA 23216 (Order No. CG-10, $2.00).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Curriculum Guides, Curriculum Planning, Learning Activities, Resource Guides, Secondary Education, Skilled Occupations, Teaching Guides, *Trade and Industrial Education, *Welders, *Welding

This trade and industrial curriculum guide for welding is designed for vocational welding programs that provide 960 hours of instruction. The introductory section provides a statement of welding philosophy, objectives, block time schedule, and recommended facilities and equipment. Following the introductory section, ten blocks of instruction are presented: (1) orientation, (2) basic metallurgy, (3) oxy-gas welding, (4) arc welding, (5) metallic inert gas welding, (6) tuqgsten inert gas welding, (7) fabrication, (8) testing and qualification, (9) specialized processes, and (10) pre-employment. Each block provides a table that lists the units of instruction, informational content of each unit, and skill development activities. In addition, a list of instructional aids is provided for each block. Appended material includes a unit guide example, a list of safety precautions in welding operations, and suggestions for shop management. (LRA)

ED 182 646 CG 014 144

*Smith, Jonathan Tesser, Abraham*
**Self-Esteem Maintenance: You Sometimes Hurt the One You Love.**
Pub Date- 79
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, College Students, *Friendship, Interaction Process Analysis, Interpersonal Relationship, Models, *Peer Relationship, *Performance, *Reactive Behavior, *Self Esteem, *Stranger Reactions

A self-esteem maintenance model was tested using 52 friendship pairs. Undergraduates (N 52) participated in a word identification task described as an indirect measure of important skills (high relevance) or as a game of password (low relevance). Participants presented clues to both a friend and a stranger. As predicted by the model, subjects gave harder clues under high relevance than under low relevance. Also, friends received significantly harder clues than strangers under the high relevance than under low relevance task conditions. (Author)

ED 182 670 CG 014 212

*Forster, Jerald R.*

**Clarifying and Articulating Individual Values and Skills for Career Planning. Module 36.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Note-89p.

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Career Planning, *Educational Assessment, Guidance Personnel, *Individual Characteristics, *Individualized Instruction, Interpersonal Competence, Perception, Postsecondary Education, Secondary Education, Self Evaluation, *Skill Development, *Student Evaluation, Values

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with teenagers and adults who express interest in self-assessment and career planning. The goal of this module is to provide participants with the knowledge and skills necessary to help students clarify their values and skills by eliciting their unique perceptions. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 713 CS 005 271

*Metheny, William*
**The Influences of Grade and Pupil Ability Levels on Teachers' Conceptions of Reading.**
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-79
Contract-400-76-0073
Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Educational Research, Primary Education, *Reading Ability, Reading Instruction, *Socioeconomic Status, *Student Ability, Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

Nine primary teachers were interviewed to determine whether their reading beliefs for their classrooms differed from beliefs they might have had if they were teaching either an upper elementary grade or a classroom of students from a socioeconomic (SES) background different from their present classrooms. The teachers stated their beliefs for five groups of readers on eight dimensions of decision making criteria. The results supported the hypothesis that teachers' reading conceptions vary from group to group. The teachers tended to equate low SES pupils with low ability readers and high SES readers with high ability and upper grade readers. (Author/RL)

ED 182 735 CS 005 301

*Armbruster, Bonnie B. Anderson, Thomas H.*

**The Effect of Mapping on the Free Recall of Expository Text. Technical Report No. 160.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-400-76-0116
Note-49p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Content Reading, Elementary Secondary Education, Grade 8, *Reading Comprehension, Reading Research, Reading Skills, *Recall (Psychological), *Retention, *Study Skills

The effectiveness of mapping for middle school students was tested, using 11 eighth graders who were taught to map short expository prose passages during approximately 12 hours of instruction. Mapping is an innovative reading comprehension strategy in which students identify the important relationships defining the text structure and re-represent the interconnected ideas symbolically, thereby producing a diagrammatic representation of text meaning. In a static group comparison, the subjects who mapped two passages recalled a greater proportion of idea units than did the control subjects, who used their own preferred reading strategy. The differences in recall were statistically significant for the 24-hour delayed recall following one passage, and approached significance for the immediate recall following the second passage. For both passages, the probability of recalling mapped idea units was significantly greater than the probability of recalling unmapped idea units. These results suggest that the mapping strategy may help students process text in a way that facilitates recall. (Author/RL)

ED 182 757 CS 205 408

*Howard, Vernon*

**Harvard Project Zero: A Fresh Look at Art Education. Technical Report No. 1.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 71

Note-25p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Art Education, *Art Expression, Communication (Thought Transfer), *Educational Research, Elementary Secondary Education, *Fine Arts, Higher Education, Learning Processes, Music, Program Development, *Research Projects, *Symbolism, Teaching Methods

Harvard Project Zero'' is an interdisciplinary inquiry into problems connected with education, understanding, and creativity in the arts. The project conducts basic and applied research, an arts orientation program, and a summer course in arts management with the Harvard Business School. The chief research activities of the project are: investigation of the symbol systems peculiar to the various arts, experimental analysis of the cognitive and manipulative skills constitutive of different arts and media, and testing and development of methods of nurturing and improving artistic abilities. The ultimate goal is improvement in art education at all levels. This implies not only researches into symbol systems, perceptual and motor skills, and problem solving in the arts, but also practical criticism of the teaching methods, programs, and presentations of institutions concerned with the arts, such as schools, museums, and universities. (Three related studies in music are described as illustrating the sorts of conceptual, psychological, and curricular researches currently underway.) (Author/GT)

ED 182 920 EC 123 136

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 1.0: Evaluating/Curriculum. Competencies 1.1 through 1.3.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Feb 74
Grant-OEG-0-71-3675(603)
Note-230p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 137-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, Consultants, *Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Gifted, *Handicapped Children, Instructional Materials, *Performance Based Teacher Education, Summative Evaluation, Teaching Guides

Part 1 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of curriculum. Three competencies are considered: (1) that a curriculum consultant should be capable of providing leadership in designing and implementing and evaluation approach to curriculum development, (2) that a curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts, and (3) that a curriculum consultant should be capable of interpreting evaluation data on curriculum development. Among materials included in the manual are a list of behavioral objectives for the module and enabling activities and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

ED 182 961 FL 008 494

*McCoy, Terry And Others*

**Communicative Competence, Speech Acts and Discourse Analysis.**

Public Service Commission of Canada, Ottawa (Ontario). Staff Development Branch.

Pub Date-Dec 75

Note-92p.; Papers presented at seminars of the Research Division, Public Service Commission of Canada

Language-English; French

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Adult Education, Bilingual Education, Class Activities, *Communicative Competence (Languages), Curriculum Development, *Discourse Analysis, *Language Instruction, Linguistic Competence, *Organizational Commuqication, Postsecondary Education, *Professional Education, *Second Language Learning, Speech Skills

Identifiers-*Approximative Systems (Language)

Three papers intended as preliminary studies to bilingual professional curriculum development are included. Speech Acts and Discourse Analysis,'' by Terry McCoy, represents an introduction to discourse analysis as a tool for the language teacher. The notion of a typology of speech acts is set forth, and models of discourse analysis by Sinclair/Coulthard and Candlin are discussed. In Developing the Ability to Communicate in Work Situations,'' Giles Bilodeau discusses the relationship between linguistic competence and communicative competence. The goal of occupational language training for professionals is deemed to be the ability to handle office situations in a second language with the same ease as in the first language. The development of such competence is outlined in a structured series of considerations and recommended class activities. Finally, in Approximative Systems, Communicative Competence and the Speaker's Freedom,'' Michel Lange deals with the instructional implications of approximative systems used by learners. Constraints on the speaker's freedom that are related to linguistic competence, error acceptability, and sociocultural factors are discussed. (JB)

ED 182 986 FL 010 840

**International Linkages in Higher Education Feasibility Study. Supplemental Report.**

American Association of State Colleges and Universities, Washington, D.C.; American Council on Education, Washington, D.C.; Association of American Colleges, Washington, D.C.; Association of American Universities, Washington, D.C.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 79

Grant-G007701115

Note-92p.; For related document, see ED 181 717.

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Developing Nations, Higher Education, *Interinstitutional Cooperation, *International Educational Exchange, *International Programs, International Studies, *Postsecondary Education, *Universities

Supplementary information is provided for the final report of a feasibility study on establishing working relationships between American and foreign institutions of higher education. A brief overview of the development of campus international education is presented, and selected examples of institutional programs are discussed. An analysis of this material is made that suggests that an institutional focus for international education activities maximizes resources and has the broadest and most extended impact. A brief review of the foreign academic perspective is offered. An increased interest in academic cooperation with the United States is reported, along with a decline in interaction, both in the developed and developing world. The need for increased contact is viewed as most acute for the developing countries. Past exchange experience is assessed in order to develop approaches preferred by foreign educators and government officials. Finally, the linkage mode of mutually beneficial academic partnership is explored in some detail, and several elements of international activity are considered in relation to the linkages model for American international academic cooperation. (Author)

*Schaefer, Ronald P.*

**Child and Adult Verb Categories. Kansas Working Papers in Linguistics. Vol. 4, No. 1.**

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-79
Note-16p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adjectives, *Child Language, Language Development, *Language Patterns, Language Processing, *Language Research, Linguistic Theory, Psycholinguistics, Second Language Learning, *Semantics, Speech, *Verbs, Vocabulary Development

Studies of the acquisition of word meaning and the semantic features involved have been mostly confined to noun categories and polar adjectives. Investigation of the semantic categories underlying verb forms has implications not only for theories of child language acquisition but also for theories of semantic structure in general. Experimental evidence is provided that tends to confirm the prototype analysis of semantic category acquisition, extending it to verbs of separation, such as cut, peal, tear, etc. It is suggested that the process of acquisition includes arriving at the appropriate weighting'' of relevant semantic components. (Author)

ED 182 481 CE 024 003

*Evans, Freeda And Others*

**High Interest Reading Kit. Volume 2.**

Love Publishing Company, Denver, Colo.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date- 77

Note-94p.; For related documents see CE 024 001-006

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, *High Interest Low Vocabulary Books, Language Experience Approach, Readability, *Reading Instruction, *Reading Materials, Young Adults

Identifiers-Learning Experience Approach

Designed to provide high interest reading materials for late-adolescent- and adult-elementary-level readers, this kit contains reading exercises with a difficulty of approximately fifth-grade readability. The kit includes forty-six reading exercises developed from unedited stories dictated by students (the Learning Experience Approach). Following each exercise are fifteen true-false questions at the literal, interpretive, and applied levels. Exercises need not be used in sequence. Instructions and suggestions for use are found in the companion teacher's manual (CE 024 001) which is available separately.

Kits for other reading levels are also available (see note). (YLB)

ED 182 692 CS 005 243

*McManus, Ellen And Others*

**I Did It, I Said It, I Wrote It, I Read It: A Language Experience Approach to Reading.**

Burrillville School Dept., R.I.
Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date- 79
Note-24p.; For related documents see CS 005 242-244
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Career Awareness, Drama, Elementary Education, *Integrated Activities, Intermediate Grades, *Language Arts, Language Experience Approach, *Learning Activities, Reading Instruction, *Remedial Reading, Science Activities, Teaching Guides
Identifiers-Right to Read

The activities described in this booklet were developed by three teachers in the Burrillville Reading Observes Necessary Communication Objectives and Skills (Broncos) project, a Right to Read program in Burrillville, Rhode Island. The eight activities may be used in elementary schools to integrate language arts with other subject areas including drama, science, photography, and career awareness. Each of the activities is described, materials needed are listed, and procedures are outlined. The appendixes contain sources for ``how to'' ideas and other related activities. (MKM)

ED 182 780 CS 502 799

*Gouran, Dennis S. Bradley, Patricia Hayes*

**Seriousness, Attribution of Responsibility, and Status of the Actor as Determinants of Punitive Responses to Socially Proscribed Behavior.**

Pub Date-Nov 79

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Attribution Theory, Cheating, College Students, *Decision Making, *Discipline, Group Dynamics, Higher Education, Interaction Process Analysis, *Misbehavior, Plagiarism, Punishment, Research, *Social Attitudes, *Social Status, Speech Communication

After 24 triads of college students discussed hypothetical situations of serious and moderately serious acts of plagiarism by either high or low status individuals, they designated a punishment. The hypothesis was that the severity of the sanction would be a joint function of the severity of the act, the attribution of responsibility for the act, and the status of the actor/perpetrator. Although the seriousness and attribution variables affected sanctioning as expected, status failed to reveal a mediating influence in the judgmental process. Possible explanations for the lack of status effects are the hypothetical nature of the situations, the possibility that status is a nonlinear interactant with sanctions, and that loss of status as a result of the proscribed behavior may eliminate it as a factor. The data nevertheless permit a partial description of the judgmental process for determining sanctions. It appears that as the seriousness of a violation of accepted standards of behavior increases, so does the tendency to hold or view the violator as personally responsible. The greater the attribution of personal responsibility, the more severe the sanction. Seriousness alone can predict the severity of response, but it does not adequately account for how the judgments are made or their variation. (RL)

ED 182 830 EA 012 438

*Love, Ruth B.*

**Women in School Administration: The Route to the Top.**

Oakland Public Schools, Calif.

Pub Date-14 Feb 80

Note-15p.; Keynote address at the National Council of Administrative Women in Education (San Diego, CA, February 14, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational Administration, Equal Opportunities (Jobs), *Females, *Feminism, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, *Working Women

This paper discusses some of the ways women can combat inequities in the educational system that keep them from attaining top administrative posts. It includes a discussion of attitudes and stereotypes that limit women's upward mobility. A checklist of recommendations for handling on-the-job problems is also offered, as are suggestions for helping other women through the use of networks. (LD)

ED 182 500 CE 024 037

**Consortium for the Development of Professional Materials for Vocational Education. First Annual Consortium Report, 1978-1979.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Consortium for the Development of Professional Materials for Vocational Education.

Pub Date-79

Note-51p.; For related documents see ED 164 746-747

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrative Personnel, *Administrator Education, Annual Reports, *Consortia, Curriculum Development, *Instructional Materials, Learning Modules, *Material Development, *Performance Based Teacher Education, Postsecondary Education, Secondary Education, Skills, *Vocational Education

Identifiers-Florida, Illinois, National Center for Research Vocational Education, New York, North Carolina, Ohio, Pennsylvania, Texas

To increase the supply of modularized instructional materials to meet the need for preservice and/or inservice education of professional vocational educators, the National Center for Research in Vocational Education and seven interested states organized in 1978 a Consortium for the Development of Professional Materials for Vocational Education. To deliver the 166 competencies identifed and nationally verified as important to local administrators in previous research (ED 164 746), it was estimated that twenty-five to tirty modules were needed. With six modules having been developed and field tested as part of another project (ED 164 747), the specific objective of the consortium for 1978-79 was to develop and field test seven additional competency-based modules designed specifically for use in the preparation of local administrators of secondary and postsecondary vocational education programs. One module was to be prepared by each of the seven member states: Florida, Illinois, Ohio, New York, North Carolina, Pennsylvania, and Texas. Following establishment of development priorities, modules were developed in a four-stage process involving preparation of (1) a module prospectus, (2) a field review version, (3) a field test version, and (4) the published edition. (Appendixes include the minutes of three board meetings and four progress reports.) (YLB)

ED 182 556 • CE 024 199

**Career Education Training and Instructional Materials System. Final Report, 1977-1978.**

Montana Univ., Missoula. National Center for Career Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70344
Pub Date-78
Grant-G007700093
Note-313p.; For related documents see ED 132 284, ED 138 786, and ED 170 468
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-*Career Education, Curriculum Development, Data Bases, Educational Resources, Information Dissemination, Information Processing, *Information Systems, *Inservice Teacher Education, *Instructional Materials, Media Selection, Models, National Programs, Quality Control, Research and Development Centers, *Resource Centers, Resource Materials, Staff Improvement, *Technical Assistance
Identifiers-Education Amendments 1974, Mountain Bell Project MT, *National Center for Career Education

To deliver career education assistance to practitioners by facilitating the flow of usable materials and resources on a nationwide scale, the Career Education Information, Training and Instructional Materials System project (1) undertook operation of NCCE's (National Center for Career Education) materials and education services at the University of Montana and (2) participated in activities of national significance'' e.g., acquiring career education materials from all states and generating national computer services. The prototype center established at the university provided training, identification of appropriate instructional materials, and national communication of career education materials. Activities were directed toward maintenance of the instructional materials processing (identification, collection, classification of materials), quality control (e.g., continuous field testing evaluation and revision), resource center and data bank, and dissemination. The main thrust was local level curriculum development in career education through inservice staff training and use of resource and specifically developed materials. A training (inservice) model developed in 1976-77 was field tested in various settings. Shorter orientation and clarification sessions in career education were also carried on, and over 5,500 prospective users were informed about NCCE and its work. (Appendixes, amounting to over one-half of the document, include an evaluation of and an extensive report on the Mountain Bell Project, an evaluation of another inservice training project, and comparing career education information and technical assistance systems.) (YLB)

ED 182 622 CG 014 107

*Barrish, I. J.*

**Integrating Cognitive Behavioral and Applied Behavior Techniques With Dysfunctional Family Behavior.**

Pub Date- 79

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Cognitive Processes, *Conflict Resolution, *Emotional Response, *Family Counseling, *Family Problems, *Intervention, State of the Art Reviews

Identifiers-*Behavior Modification, Responses

Families experiencing severe conflict are often unable to effectively implement applied behavioral procedures due to interfering emotional responses (anger, blaming, anxiety and depression) and behavioral responses (yelling, crying and physical fighting), which often reduce effective implementation of applied behavioral procedures. Specific criteria for determining when it is advisable to implement cognitive behavioral procedures prior to the implementation of applied behavioral procedures is discussed. An introduction to a cognitive behavioral framework as the initial step in reducing family dysfunction is presented. Specific cognitive behavioral responses are pinpointed as being critical for more effective family functioning and for increased efficacy of implementation of applied behavioral procedures. The specific procedures in integrating a cognitive behavioral/applied behavioral clinical package are discussed. The basic sequence and presentation of integrating cognitive behavioral and applied behavioral techniques with families is presented. Several examples and descriptions of this integration are provided. (Author/BMW)

ED 182 805 EA 012 377

**Planning and Analysis Needs for Pupil Transportation.**

Stanley Associates, Edmonton (Alberta).
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Alberta School Trustees' Association, Edmonton.
Pub Date-30 May 79
Note-95p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Data Bases, *Delivery Systems, Elementary Secondary Education, Foreign Countries, *Needs Assessment, Questionnaires, *Regional Planning, School Surveys, *Student Transportation, *Traffic Circulation
Identifiers-*Alberta

This study was initiated to determine the pupil transportation planning and analysis needs of Alberta school systems and, based on these needs, to define an action plan for the development of an information or analytical package that would assist school boards with their pupil transportation activities. Based on the data collected from indepth interviews with pupil transportation supervisors from four school districts, and a brief questionnaire administered to interested delegates at the fall 1978 meeting of the Alberta School Trustees' Association (ASTA) in Edmonton, a more detailed survey form was developed by the study team and distributed by ASTA to all school jurisdictions. The responses from this questionnaire provided the analysis base from which both the perceived and evaluated pupil transportation planning analysis needs were identified. The report is divided into four sections. Section 1 presents the study background and summary. Section 2 outlines the survey results and summarizes the planning and analysis needs identified. Three areas identified where immediate development work is required were a data storage and retrieval system, a pupil forecasting model, and a computerized vehicle routing model. A systematic stepwise approach for pupil transportation management is presented in section 3, and the work program to develop the planning and analysis is outlined in section 4. (Author/MLF)

ED 182 878 EC 122 884

**Child Abuse and Neglect Audiovisual Materials.**
Texas Univ., Austin. School of Social Work.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date- 79
Grant-90-C-1591(01)
Note-56p.
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Audiovisual Aids, *Child Abuse, Identification, *Instructional Materials Centers, Intervention, *Neglected Children, Prevention, *Resource Centers

The catalog contains information on materials available from the Region VI Resource Center on Child Abuse and Neglect for training in identification, treatment, and prevention of abused and neglected children. Items are listed by title, with an index of subtitles where applicable. Each listing indicates the medium/format in which the material is available, equipment needed for presentation, year produced, length, the source of the material for those interested in purchasing the item, suggested audience, and an abstract or preview of the material. It is explained that materials are available from the Resource Center on a loan basis at no cost to groups within the five state region of New Mexico, Arkansas, Louisiana, Oklahoma, and Texas. (SBH)

ED 182 898 EC 123 004

*Celuzza, Paul W., Ed. Clayton, Shelley Bakst, Ed.*

**Connections: Parent and Student Guide. A Parent/Student Guide to Special Education Services in the Boston Public Schools.**

Boston Public Schools, Mass.; Federation for Children with Special Needs, Boston, Mass.

Pub Date- 79

Note-62p.

Available from-Boston Public Schools, The Department of Special Services, 26 Court St., 7th Floor, Boston, MA 02108 (Free, postage reimbursement may be required)

Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Child Advocacy, Due Process, Equal Education, *Handicapped Children, Identification, Individualized Programs, *Parent Participation, Prevocational Education, *Special Services, *State Legislation, *Student Evaluation, Student Rights, Vocational Education

Identifiers-*Comprehensive Employment and Training Act, *Massachusetts (Boston)

Intended for handicapped students and their parents, the booklet presents a guide to special education services in the Boston, Massachusetts, public schools, focusing on Chapter 766, a Massachusetts law that guarantees every child the right to a free and appropriate public education. Section 1 discusses the evaluation process, covering such aspects as the prereferral period, the early childhood screening program, referral, notification of parents, the assessment and planning period, the evaluation team, the evaluation conference, the individualized education plan, quarterly progress reports and annual reviews, parental decision, and the appeals process. Section 2 focuses on parental involvement, covering such aspects as parent and student rights, ways parents can help, advocacy, advocacy groups, parent councils, special needs groups and agencies, and information and referral agencies. Section 3 lists and describes various special programs and services (including prevocational and vocational) for handicapped students in Boston, along with the telephone number of each. (DLS)

ED 182 940 EC 123 188

**Policies and Administrative Procedures for the Education of Handicapped Students.**

Texas Education Agency, Austin. Div. of Special Education.

Pub Date-Nov 79

Note-189p.

Available from-Texas Education Agency, Dept. of Special Education, 201 East 11th St., Austin, TX 78701 ($3.00)

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Definitions, Educational Methods, Elementary Secondary Education, *Financial Policy, *Handicapped Children, Identification, *Policy Formation, *Program Administration, *Special Education, *State Standards

Identifiers-*Texas

Texas' policies and administrative procedures for special education are set forth. General special education concerns are covered, such as definitions of 12 exceptionalities, administrative structures, and planning and evauation approaches. Child identification, individual assessment, and individual educational plan development and review are among the topics in a section on child centered educational process. Related services, special education personnel, and residential schools are considered in a section on the special education program. Special program provisions touch on such aspects as approved nonpublic schools, rehabilitation districts, and responsibility of other state agencies. A section on the program support system (including policies on policy and program development and procedural safeguards) is followed by a final section on special education funding. Extensive appended material is also included. (CL)

ED 182 462 CE 023 953

*Bowers, Ellen Hummel, Judythe*

**Factors Related to Underrepresentation of Women in Vocational Education Administration: A Literature Review. Research and Development Series No. 152.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-112p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($6.75).

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Administrative Personnel, Change Strategies, Employers, Equal Opportunities (Jobs), *Females, Interpersonal Relationship, Literature Reviews, Organizational Change, Organizational Climate, Personal Adjustment, Research Needs, *Sex Discrimination, Sex Fairness, *Social Factors, *Vocational Education, *Work Environment

The three purposes of a literature review were to (1) document factors relating to the underrepresentation of women in vocational education administration, (2) establish a sound data base for dissemination, and (3) encourage other project and program work toward attaining sex equity in vocational education administration. Ten interpersonal factors and five organizational factors were identified and examined. Although no one factor could be cited as solely responsible, the literature clearly indicated that a number of factors are inextricably bound together in the underrepresentation of women. Some studies indicated how women perceive themselves and their career goals; others related to the perception of others with whom they interact, including family, friends, and employers. Organizational factors such as admission and hiring practices and commuqications patterns were identified as barriers. Although legislative mandates now prohibit policies and procedures which discriminate against women, an organization must look beyond the law and actively implement strategies to erase the more subtle, traditional patterns of practice which have been ingrained into organizations. A two-pronged redirection for research and development efforts is recommended: (1) an investigation of strategies and intervention processes focused on both external and internal change to affect administrative decision makers and (2) examination of the benefits accruing to vocational education as women are appointed to decision-making positions. (MEK)

ED 182 578 CE 024 263

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-3, Tungsten Inert Gas (TIG), Metal Inert Gas (MIG) and Submerged Arc Welding.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-60p.; Light type in charts will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Equipment, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding

Identifiers-Metal Inert Gas Welding, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Submerged Arc Welding, Tungsten Inert Gas Welding

This third in a series of ten modules for a course titled Welding Inspection presents the apparatus, process techniques, procedures, applications, associated defects, and inspection for the tungsten inert gas, metal inert gas, and submerged arc welding processes. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 600 CE 024 285

*Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-1, Overall Quality Assurance Program.**

General Physics Corp. Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-37p.; For related documents see CE 024 245-298 ; Several pages will not reproduce clearly due to small print.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This first in a series of eight modules for a course titled Quality Assurance Practices describes responsibilities for quality assurance identified how quality assurance requirements are passed on to other organizations, defines the three phases of activities of the plant, and reviews the eighteen criteria applicable to the quality assurance program. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 647 CG 014 145

*Williams, Frank R. O'Hern, Lynn K.*

**Second Time Around: Relationships in Second Marriages.**

Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Communication (Thought Transfer), Divorce, Family Counseling, Family Relationship, *Family Structure, *Group Unity, *Marriage Counseling, Models, *Parent Role, Spouses, Workshops
Identifiers-*Remarriage

This is a description of a workshop focusing on the couple in the remarried family, and stressing the development of a balanced, effectively working family system. The workshop content, which functions through didactic presentations, leader-led exercises, group interactions and homework, addresses the following topics: (1) communication skill-building; (2) the loss and acceptance of autonomy; (3) remarriage issues and myths; (4) past and present family relationships; and (5) step-parenting. A bibliography and pictorial representations of remarriage as a blending of two homes and a blended family system are also provided. (Author/HLM)

ED 182 831 EA 012 439

*Pascal, Anthony H. And Others*
**Fiscal Containment of Local and State Government.**
Rand Corp., Santa Monica, Calif.
Spons Agency-Ford Fouqdation, New York, N.Y.
Report NO.-Rand-R-2494-FF/RC
Pub Date-Sep 79
Grant-780-0659
Note-124p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Budgets, Case Studies, *Finance Reform, *Financial Policy, *Financial Problems, *Fiscal Capacity, *Government Role, Local Government, State Government, *Tax Effort, Taxes
Identifiers-California (Los Angeles), *Proposition 13 (California 1978)

This report documents the recent course of events in government spending, taxing, and employment at all three levels of government. It also speculates on the nature and causes of fiscal containment in its myriad forms. The report devotes one chapter to a case study of city budgets in Los Angeles during the five years of rapid growth immediately preceding the passage of Proposition 13. Finally, it investigates the history and current status of the fiscal limitation movement. The report concludes that (1) the current American tax revolt is merely the latest in a historical series, (2) Proposition 13 represents only one form of fiscal limitation, (3) evidence exists that current fiscal limitation measures, though generally slowing the rate of government growth, have not had as great an effect as their supporters had hoped, and (4) fiscal limitation statutes and constitutional amendments are but one of many causes of the restrained growth of state and local government that has occurred over the last five years. (Author)

ED 182 854 EA 012 489

Salary Report National Association of Secondary School Principals, Reston, Va.
Pub Date-Mar 80
Note-9p.; For related documents, see EA 012 373 and ED 168 152
Pub Type- Collected Works - Serials (022) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Assistant Principals, Comparative Analysis, Elementary Secondary Education, Enrollment, Expenditure Per Student, *National Surveys, *Principals, *Salaries, Tables (Data), Trend Analysis

Using information obtained from the Educational Research Service, this report briefly summarizes in table form the current salaries paid to principals and assistant principals. The information given is similar to that in the January, 1980, report which offered data on salary schedules. Section 1 compares the lowest and highest 1979-80 salaries paid to principals and assistant principals, using school district enrollment stratum as a comparative factor. Section 2 discloses a similar comparison of salaries paid, using per pupil expenditure in the school system as a factor for comparison. Section 3 contains a 1978-79 to 1979-80 trend analysis of salaries paid to a selected group of administrators. Section 4 discloses (by geographic region) the mean average of daily rates paid principals and assistant principals during 1979-80 in reporting school districts. (Author/JM)

ED 183 008 FL 010 965

*Vivas, Dolores M.*

**Order of Acquisition of Spanish Grammatical Morphemes: Comparision to English and Some Cross-Linguistic Methodological Problems. Kansas Working Papers in Linguistics. Vol. 4, No. 1.**

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-79
Note-30p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Bilingualism, *Child Language, *English, Grammar, Language Development, Language Patterns, Language Processing, *Language Research, Linguistic Theory, Morphemes, *Morphology (Languages), Psycholinguistics, Second Language Learning, Semantics, *Spanish, Speech, *Syntax, Verbal Development, Vocabulary Development

A common assumption underlying cross-linguistic studies in child language is that the comparison of any feature in unrelated languages may simplify semantic-grammatical complexities in a way that studies on a single language cannot. This paper begins by discussing the order of acquisition of grammatical morphemes in Spanish by four Spanish-speaking children, aged two years, four months to three years, ten months. Then, this order is compared to Brown's (1973) and the de Villers' (1973) findings for English. The study concludes that comparative analyses are complicated by the differing syntactic and semantic functions of the morphemes in the individual languages. (Author)

ED 182 425 CE 023 516

**VTAE Researcher Workshop (June 4-8, 1979).**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date-Jun 79
Note-42p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Budgeting, Data Collection, Educational Research, *Educational Researchers, Electronic Data Processing, Evaluation, Financial Support, Needs Assessment, Research Design, *Research Proposals, *Research Skills, Research Tools, *Staff Improvement, Statistical Analysis, *Vocational Education, *Workshops

A one-week VTAE (Vocational, Technical, and Adult Education) Researcher Workshop was designed to increase the research competencies of Wisconsin VTAE staff members working with research and evaluation projects through a hands-on approach. Based on a needs assessment conducted with the participants, the agenda included sessions on various aspects of proposal writing, conducting research for impact, statistical analysis, and evaluation. Emphasis was given to instrument design, statistical analysis, and computer applications. Content presentations were followed with application sessions. Participants' evaluations of the workshop revealed that they learned most about computer use, instrument design, and research funding sources. (Appendixes amounting to approximately one-half of the report include the two needs assessment survey instruments, needs assessment results, and workshop evaluation form.) (Author/YLB)

ED 182 443 CE 023 750

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Woodworking.**

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-42p.; For related documents see CE 023 308, CE 023 747-749, and CE 023 754-756. Best copy available.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests, *Woodworking
Identifiers-Colorado

This basic vocational related skills assessment module in woodworking is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 182 482 CE 024 004

*Ferguson, Ricky O. And Others*
**High Interest Reading Kit. Volume 3.**
Love Publishing Company, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date- 77
Note-86p.; For related documents see CE 024 001-006
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, High Interest Low Vocabulary Books, Language Experience Approach, Readability, *Reading Instruction, *Reading Materials, Young Adults
Identifiers-Learning Experience Approach

Designed to provide high interest reading materials for late-adolescent- and adult-elementary-level readers, this kit contains reading exercises with a difficulty oF approximately sixth-to-eighth-grade readability. The kit includes forty-two reading exercises developed from unedited stories dictated by students (the Learning Experience Approach). Following each exercise are fifteen true-false questions at the literal, interpretive, and applied levels. Exercises need not be used in sequence. Instructions and suggestions for use are found in the companion teacher's manual (CE 024 001) which is available separately. Kits for other reading levels are also available (see note). (YLB)

ED 182 538 CE 024 122

*Schoka, Ronald R.*

**A Comparative Followup Study of the Mainstreamed Graduate at Ocean County Vocational-Technical School.**

Pub Date-80

Note-60p.

Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Comparative Analysis, Employment, Employment Potential, *Graduate Surveys, *Handicapped Students, High School Graduates, Job Search Methods, Literature Reviews, *Mainstreaming, Postsecondary Education, Program Effectiveness, Program Validation, Secondary Education, Vocational Education, *Vocational Followup, *Vocational High Schools

Identifiers-New Jersey, *Ocean County Vocational Technical School NJ

A comparative followup study had two major purposes: (1) to determine how successful the mainstreamed special needs graduate is in the world of work in comparison with the regular vocational school graduate and (2) to determine the validity of the mainstreaming program at the Ocean County Vocational-Technical School. Two components of the study were a literature review and a survey and data analysis. The literature showed an increasing concern for education of the handicapped with mainstreaming a common and successful solution. The research design provided for the development of a graduate survey which was sent to thirty-nine mainstreamed and forty regular vocational school graduates. Data collected from both groups were analyzed by using percentages and then compared. Findings indicated that mainstreamed graduates find employment after graduation in the area trained for or a related area equally as well as regular graduates. Employment records of both groups showed no significant difference, but regular graduates utilized post-high school education more than the mainstreamed graduates. The greater difficulty experienced by mainstreamed graduates in securing job leads led to the recommendation for the implementation of a program in teaching job seeking skills in the mainstreaming program at Ocean County. (YLB)

ED 182 671 CG 014 213

*Birk, Janice M.*
**Helping Parents to Help Adolescents in Career Exploration. Module 37.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-96p
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adolescents, *Career Choice, Career Education, Counselor Role, *Environmental Influences, *Family Influence, Guidance Personnel, Intervention, Junior High Schools, Occupational Choice, *Parent Child Relationship, *Parent School Relationship, Sex Role, Student Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance at the junior/middle school level. The goal of this module is to focus on ways participants become aware of home/school influences on career choices and involve the home in cooperative efforts with the school's career guidance program. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 693 CS 005 244

*Cook, Barbara Johnson, Marilyn*

**A Pear Tried to Kiss Me: A Language Experience Approach to Reading Readiness in Kindergarten.**

Burrillville School Dept., R.I.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date- Mar 80

Note-30p.; For related documents see CS 005 242-244

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Beginning Reading, *Integrated Activities, *Kindergarten, Language Arts, *Language Experience Approach, Primary Education, Reading Instruction, *Reading Readiness, Teaching Guides, Teaching Methods

Identifiers-Right to Read

Information is given in this booklet on how to implement a language experience approach to reading readiness instruction in the kindergarten based on the experiences of teachers in the Burrillville Reading Observes Necessary Communication Objectives and Skills (BRONCOS) project, a Right to Read program in Burrillville, Rhode Island. An introduction explains the title (one child's story of a nightmare), an overview gives reasons for using the language experience approach based on utilizing the child's oral language as a bridge to reading, a chart lists skills that can be taught in such a program, and step-by-step directions for language experience activities involving a three-day cycle are explained. Instructions are given for making children's individual experience booklets. Stimuli for language experience stories are suggested and several pages of language experience lessons covering several content areas are presented. (MKM)

ED 182 714 CS 005 272

*Dillingofski, Mary Sue Dulin, Ken L.*

**Changes in Reading-Related Attitudes During a One-Semester Pre-Service Course in Secondary Reading Methods.**

Pub Date-79

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Changing Attitudes, *Content Reading, Course Content, Higher Education, *Preservice Education, Reading Ability, Reading Instruction, Reading Materials, *Reading Research, *Recreational Reading, *Student Attitudes, Teacher Education Curriculum, Teaching Methods

Identifiers-*Reading Attitudes

Forty-eight undergraduate secondary education majors were involved in an investigation of the relationships between participation in a preservice secondary school reading methods course (which included sharing of leisure reading books as well as the traditional format) and changes in attitudes toward teaching reading in the content areas, in attitudes toward personal leisure reading, and in number of leisure reading books read during a given period of time. Three dependent variables were selected for examination: pre and posttreatment scores on a teaching-reading-in-the-content-areas inventory; pre and posttreatment scores on a reading attitudes measure; and number of leisure reading books read during comparable time periods during the semester-long course. The results indicated the following: a secondary school reading methods course such as the one studied can be of benefit if changing attitudes is one of the instructor's objectives; such a program can effect a positive change in students' attitudes toward teaching reading in the content areas, and undergraduate students will do more leisure reading when encouraged to do so. (FL)

ED 182 758 CS 205 409

*Leondar, Barbara*

**The Arts in Alternative Schools. Some Observations. Technical Report No. 2.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 71
Note-29p.
Pub Type- Reports - Descriptive (141) Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Alternative Schools, Apprenticeships, *Art Education, *Creative Writing, *Educational Alternatives, Elementary Secondary Education, *Experimental Schools, *Fine Arts, Handicrafts, Peer Teaching, Poetry
Identifiers-*Artists in Schools Program, Teachers and Writers Collaborative

This report on the role of the arts in progressive and experimental education suggests that, despite certain notable exceptions, alternative schools have traded the old formalism for a new disorder that is unfriendly to some (though not all) elements of successful arts instruction: critical self-consciousness, periodic solitude, and stringent discipline. Although noting that alternative schools have served as catalysts to change in arts education, the report concludes that the arts are withering decisively in secondary, though less irrevocably in elementary, alternative schools. The report also describes four types of out-of-school alternative arts programs: the open studio, the artist as school teacher, the student as apprentice, and the student as teacher. It concludes that these approaches bring a new vitality to the teaching of the arts and that the engagement of working professionals in the education of children is an exceptionally promising practice. (GT)

ED 182 879 EC 122 885

*Altman, Reuben And Others*

**Project CITE Gifted: Competency Identification for Teacher Education.**

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Report NO.-562AH70372

Pub Date-Jan 78

Grant-G007604113

Note-134p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Elementary Secondary Education, *Gifted, Literature Reviews, *Performance Based Teacher Education, Research Projects, *Talented Students, *Teacher Education, *Teacher Qualifications, *Teaching Skills

Identifiers-*Project CITE, Teacher Competencies

The document reports on Project CITE (Competency Identification for Teacher Education), a project whose final product is a listing of competencies essential to the effective functioning of teaching personnel delivering instruction to gifted students. An introductory chapter explains that the project was organized into four major phases: competency generalization, in which as many potentially appropriate competency statements as possible were identified; competency organization, in which 122 major competency statements were clustered into 42 competency areas; competency specification, in which competencies were organized into generalities with more specific components and then rewritten for uniformity in style; and competency evaluation, in which field based data were gathered to provide external validation for each competency statement. Chapter II reviews literature on gifted education which relates to such issues as the teacher variable in education, personal and social traits which enhance teachers' effectiveness, and professional skills for effective teachers. Chapter III contains the complete list of 122 competency statements which are organized into 42 competency areas, including screening in leadership, diagnosis of talent areas, and instruction in creativity. (SBH)

ED 182 921 EC 123 137

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 2.0: Evaluating/Instruction. Competencies 2.1 through 2.4.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-Jan 74

Grant-OEG-0-71-3675(603)

Note-338p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Objectives, Consultants, Curriculum, *Effective Teaching, Evaluation Criteria, Evaluation Methods, *Gifted, *Handicapped Children, Instructional Materials, Learning Characteristics, *Performance Based Teacher Education, *Personnel Selection, *Teacher Evaluation, Teaching Guides

Part 2 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of instruction. Four competencies are considered: (1) that a curriculum consultant should be capable of implementing varied evaluation techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self appraisal scales); (2) that a curriculum consultant should be capable of determining learning variables appropriate for assessment of instruction; (3) that a curriculum consultant should be capable of assessing teacher performance in the classroom; and (4) that a curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program. Among materials included in the manual are a list of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the four competencies. (PHR)

ED 182 987 FL 010 853

*Mackey, William Francis*

**La Distance Interlinguistique (Interlinguistic Distance).**

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-71

Note-200p.

Language-French

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Anthropology, Contrastive Linguistics, Diachronic Linguistics, Discourse Analysis, *Language Classification, Language Instruction, *Language Patterns, Language Research, *Language Typology, *Language Universals, *Language Variation, *Linguistic Borrowing, Sociolinguistics, Speech, Synchronic Linguistics, Written Language

Standard measures and techniques are needed to establish resemblances and differences among languages. A determination of the degree to which one lanquage or dialect differs from another requires the examination of language universals. To study what languages have in common, attention has to be given to the physical, psychological, and social characteristics common to human beings and the characteristics common to all languages. Universal human characteristics furnish the parameters and the language universals indicate the kinds of measures that are needed. Universal distinctions such as mind and body, or code and speech, lead to a consideration of the measurement of distance among languages from a number of points of view: (1) language and discourse; (2) static and dynamic distance; (3) distance as difference and as conversion; (4) taxonomic and integral distance; (5) semantic and formal distance; (6) direct and indirect distance; and (7) diversity, intensity, and productivity. The utility of each scale and approach to the problem depends on the end in view. The research suggests that a number of problems in pedagogy as well as in linguistics and psychology might be illuminated by the establishment of standard scales of measurement. (AMH)

ED 182 520 CE 024 068

*Frazier, Ross, Jr.*
**PIVOT Research II. Final Report.**
Philadelphia Public Schools, Pa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH70196
Pub Date-Sep 79
Grant-G007702217
Note-105p.; Parts of the appendix may not reproduce well due to light and broken type
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Autoinstructional Aids, Comparative Analysis, Course Evaluation, Curriculum Evaluation, Educable Mentally Handicapped, Educational Alternatives, Educational Research, Evaluation, *Individualized Instruction, *Learning Modules, Material Development, Performance Based Education, Performance Tests, Projection Equipment, Questionnaires, Secondary Education, Skill Development, *Skills, Slides, *Task Performance, Unit Plan, Units of Study, *Vocational Education
Identifiers-PIVOT Program, Souqd on Slide Projectors

The intention of a research project was to determine the effectiveness of the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia in developing entry-level competency in secondary school vocational students. The subject areas selected for the study were industrial electricity, machine shop, and nursing assistant and were taught in skills centers, comprehensive high schools, area vocational-technical schools, and special education occupational schools. Experimental classes using the modular PIVOT materials were taught by means of individual sound-on-slide projectors, while control classes were taught the same subject matter by conventional methods. The rates of success on a criterion task administered by specialists in each field were compared as an indication of the relative effectiveness of the two methods of instruction. The PIVOT method proved capable of developing entry-level competency in each of the areas and settings examined, and the rate of success among the experimental students was not significantly different in any subject area or setting from the rate of success of students taught by conventional methods of instruction. (Appendixes include test instruments used with the criterion tasks, examples of student review and evaluation sheets, and teacher questionnaires and responses.) (Author/YLB)

ED 182 623 CG 014 108

*McCrady, Barbara S. Hay, William*

**The Role of the Spouse in the Treatment of Alcoholism.**

Pub Date-Sep 79

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Alcoholism, *Behavior Patterns, Expectation, *Intervention, Models, *Role Theory, *Spouses, Therapy

Identifiers-*Behavior Modification

The role of the spouse in both the etiology and the maintenance of alcoholism has been focussed on by theoreticians of various persuasions, including psychoanalytic, behavioral, sociological and family systems. These models, focussing on individual and interactional components of alcoholism, have generated a variety of treatment interventions which involve the spouse in the treatment process. At least three case reports and three controlled studies of concurrent (spouses both in separate therapies) therapy for the alcoholic and spouse have suggested that this approach improves treatment outcome over individual approaches. Numerous reports of conjoint (spouses meeting together with a therapist) treatment (five case studies, five controlled studies) have also found spouse involved treatment to be more effective than individual treatment. A behavioral systems model of alcoholism treatment is discussed. In this model, a functional analysis of drinking behavior breaks down antecedents and consequences of drinking into individual components, spouse components and marital components. Treatment then focuses on each of these aspects sequentially. Each phase of treatment is described in detail. Case illustrations are provided, and a planned controlled evaluation is briefly described. (Author/BMW)

ED 182 648 CG 014 146

*Shapiro, Edythe R.*

**Influence of Addressee and Activity on Kindergarten Teachers' Directives.**

Pub Date-4 Sep 79

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Behavior Patterns, Class Activities, Classroom Observation Techniques, Classroom Research, Preschool Teachers, Primary Education, *Speaking Activities, *Student Teacher Relationship, *Teacher Behavior, *Verbal Communication

Kindergarten teachers' directives uttered during the first month of school were compared with those uttered three months later. It was expected that changes associated with different classroom organizational structures, with increasing child sophistication, and with size of group being addressed, would influence the type and clarity of teacher directive. Two one-hour observations were held in each of three kindergarten classrooms in September and again in December. Teacher directives became fewer in number and less direct, but remained clear. Structured lessons increased as did directives to small groups. Directives varied in systematic ways. (Author)

ED 182 736 CS 005 303

*Dobrovolny, Jacqueline L. McCombs, Barbara L.*

**Study Skills Remediation: Beneficial Effects of Individualized Skill Training.**

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Adult Reading Programs, Computer Assisted Instruction, Instructional Materials, Military Schools, Postsecondary Education, *Program Evaluation, *Remedial Programs, *Study Skills

It was hypothesized that a study skills package, based on active information strategies and incorporating test taking techniques, could be very beneficial to students enrolled in one of the four technical specialties courses in the Air Force Instructional System, a computer managed instructional system. The study skills materials consisted of self-study modules in the areas of reading comprehension, memorization, concentration management, and test taking skills. Evaluation of the program results indicated that consistent student training time reductions and performance gains were obtained using the study skills materials for students identified as deficient in certain basic skill areas. Results also indicated that including course instructors in the initial design and implementation of the project greatly facilitated the transition of the materials from a research program to ongoing, permanent aspects of the course. (MKM)

ED 182 781 CS 502 804

*Matelski, Marilyn J.*

**Khomeini's Argument for His Islamic Republic: A Relationist Perspective.**

Pub Date-Feb 80

Note-17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Credibility, *Cultural Awareness, Cultural Differences, Foreign Countries, *Mass Media, *Persuasive Discourse, Politics, *Religious Cultural Groups, *Rhetoric, *Rhetorical Criticism

Identifiers-Iran, *Khomeini (Ayatollah Ruhollah)

Noting that the terms used by the Western media in describing the establishment of the Islamic Republic in Iran by the Ayatollah Khomeini have created the impression that the Ayatollah is both irrational and inhumane, this paper argues from contemporary eclectic rhetorical theory that rationality'' is a function of perspective to demonstrate that the Ayatollah is acting rationally within his world view. In addition, it argues that if social critics are to understand and explain events in Iran in an eclectic spirit, there must be some fundamental understanding of Islam as well as an understanding that the word republic'' means something quite different in Iran than it does in the West. Using excerpts from the Koran and the Ayatollah's speeches, the paper shows the correspondence between the ancient view of the Islamic republic and the manner in which the Ayatollah has attempted to create a new legal and social order. (Author/FL)

ED 182 855 EA 012 490

*Fields, Joseph C. Reddick, Thomas L.*

**A Study of Professional Attitudes of Teachers in Three Public School Systems in Tennessee Before and After Professional Negotiation.**

Pub Date-Nov 79
Note-11p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Collective Bargaining, Educational Research, Elementary Secondary Education, Interpersonal Relationship, Job Satisfaction, Questionnaires, Teacher Administrator Relationship, *Teacher Attitudes
Identifiers-Tennessee

This study compares teacher attitudes in the Cumberland County and Putnam County, Tennessee, public school systems before and after professional negotiations. The researchers attempted to gauge teachers' feelings about job satisfaction, interpersonal trust, organizational commitment, and career satisfaction. A 16-item questionnaire was administered to teachers of both school systems before and after negotiations activities. After negotiation, more teachers in both systems agreed with five statements: (1) I believe that the longer a teacher has taught, the better the teacher is.'' (2) I feel I can trust my principal's advice.'' (3) I consider myself 'labor,' and the administration 'management.''' (4) If I were beginning college study again, I would prepare for teaching.'' (5) I don't like working with parents.'' Other items showed no change in attitudes or attitude change in only one school system. The researchers felt it was difficult to make general, overall judgments concerning the data. (Author/JM)

ED 182 941 EC 123 189

*Evans, Joyce And Others*

**Resource List and Annotated Bibliography for Working with Parents of Handicapped Children.**

Southwest Educational Development Lab., Austin, Tex.
Pub Date-79
Note-89p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Aurally Handicapped, Emotionally Disturbed, *Handicapped Children, Language Handicapped, Learning Disabilities, Mentally Handicapped, *Parent Education, *Parent Participation, Resource Guides, Severely Handicapped, Visually Handicapped

Approximately 400 references regarding working with parents of handicapped children are noted on the resource list and annotated bibliography. In the resource list, books are grouped by subject headings including types of handicapping conditions (11 conditions including hearing impairments, severe handicaps, physical/health impairments, social/emotional problems, speech/language impairments, visual impairments, learning disabilities, and mental retardation). Citations are arranged alphabetically by author and include title, publisher, and date. The bibliography provides information for ordering materials in the resource list, including 1979 prices. Also indicated is the approximate reading level of each item. (CL)

ED 182 962 FL 008 857

**Iron Metallurgy: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 7.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-32p.; Accompanying diagrams may not reproduce clearly
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Metallurgy, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to iron metallurgy. Various aspects of iron production are described in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 501 CE 024 038

*Zwerdling, Daniel*

**Toward a More Human Way of Working in America. A Report on the National Conference of the American Quality of Work Life Association Convoked by the American Center for the Quality of Work Life (1st, Washington, D.C., May 20-22, 1977).**

American Center for Quality of Work Life, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Report NO.-DHEW-ADM-78-731
Pub Date-79
Contract-NIMH-PLD-09410-77
Note-62p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00916-4).
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Career Education, Changing Attitudes, Committees, *Employer Employee Relationship, Employment, *Humanization, *Improvement Programs, Industrial Structure, Job Enrichment, Labor Demands, Life Style, Morale, Organizational Climate, *Organizational Development, Program Administration, *Program Development, *Quality of Life, Teamwork, Work Environment

Beginning an an informal, unstructured information interchange among 100 union, worker, and management representatives from seventeen public and private sector organizations operationally involved in quality of work life activities, a 1977 conference evolved into the first annual meeting of the American Quality of Work Life Association. Participants shared their activities to achieve the simultaneous goals of improved quality of work life for all members of the orgnization and greater company and union effectiveness. Development of a quality of work life project was described as a multi-phase process. Someone in the union, management, or outside organization seeks to initiate interest in his idea in the startup phase. The get-going phase involves creation of the project structure committees with joint labor and management representation. Implementation and expansion in the going'' phase depend on effective resolution of issues concerning activities and goals. From the start ground rules (contracts and letters of agreement) should be defined. Project participation and involvement should be continually expanded and maintained when changes appear imperceptible. Benefits include improved communications, drop in grievance rates, and attitudinal changes. Future issues include self-sustaining projects, committee authority, and work sharing of the fruits of increased efficiency and productivity. (YLB)

ED 182 579 CE 024 264

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-4, Weld Joint Verification.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-38p.; Small light type in figures may not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Welding Joints

This fourth in a series of ten modules for a course titled Welding Inspection discusses the nomenclature, symbols, and the purposes of most common joint designs, preparations, and fit-ups. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality

Control Technology.) (LRA)

ED 182 601 CE 024 286

*Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-2, Vendor Qualification.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-47p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This second in a series of eight modules for a course titled Quality Assurance Practices describes the quality assurance requirements for the qualification of suppliers, for evaluating subsequent supplier performance, and for accepting items or services furnished by the supplier. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses

for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurnace/Quality Control Technology.) (LRA)

ED 182 806 EA 012 378

**The Fourth R. Resourcefulness in School Energy Conservation. SEED: Schoolhouse Energy Efficiency Demonstration.**

Tenneco, Inc., Houston, Tex.
Pub Date-Oct 79
Note-25p.; For a related document, see EA 012 379
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Air Conditioning, Building Improvement, *Efficiency, Elementary Secondary Education, *Energy, *Energy Conservation, Equipment Maintenance, Heating, Lighting, *Management, Pamphlets
Identifiers-*Energy Audits

An energy audit is a building inspection that, when complete, provides a profile of the building's energy usage. The energy audit determines how energy is used; simple maintenance and operating procedures to conserve energy; and the need, if any, for purchase of new energy saving equipment or modifications to the building. Schoolhouse Energy Efficiency Demonstration (SEED) was initiated in response to the pressing need, in the face of rising energy costs, for schools to use energy wisely. Twenty demonstration schools in the 15 states were selected for the program because of similarity to other structures in the surrounding area. This pamphlet presents some of the common problems discovered in the audits. These problems provide examples of low-cost, quick-fix opportunities for energy conservation. Some of these items apply to homes and other structures as well. (Author/MLF)

ED 182 832 EA 012 440

*Goor, Jeanette And Others*

**School Districts Participating in Multiple Federal Programs. Winter 1978-79.**

National Center for Education Statistics (DHEW), Washington, D.C.
Report NO.-NCES-FRSS-R-7
Pub Date- 80
Note-26p.; Not available in paper copy due to small print size of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Board of Education Policy, *Educationally Disadvantaged, Elementary Secondary Education, *Eligibility, *Federal Programs, *Handicapped Students, National Surveys, *Non English Speaking, School Districts, *State Federal Aid, Statistical Studies
Identifiers-Education for All Handicapped Children Act, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII

This report provides data obtained from a fast response survey concerning the impact on school districts participating in multiple, federal-categorical programs. In particular, the survey focused on problems stemming from some children's eligibility for more than one of these programs and the districts' policies governing these children's program participation. The survey focused on three federal programs: Title I of the Elementary Secondary Education Act (ESEA), Public Law (P.L.) 94-142, and ESEA, Title VII. Of the districts responding to this national survey, 59 percent said they had encountered at least one of six specified problems stemming from some children's eligibility for more than one program. Overall, about two-fifths of the districts cited administrative problems only, while the remaining three-fifths mentioned instructional problems only, or a combination of the two. The survey is the seventh in the Fast Response Survey System series of current, policy-oriented issues. (Author/LD)

ED 182 899 EC 123 011

*Roff, James D. Knight, Raymond*

**The Long-Term Prognostic Significance of Intelligence and Aggressiveness in Children.**

Pub Date-Sep 79

Note-23p.; Paper presented at the APA National Meeting Symposium on Diagnostic Classification of Children by Cluster Analytic and Factorial Methods (New York, NY, September, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adjustment (to Environment), Adults, *Aggression, Exceptional Child Research, *Factor Analysis, Failure Factors, Followup Studies, *Intelligence Quotient, *Predictor Variables, Research Methodology, *Schizophrenia, Success Factors

The correlations between four childhood factors (externalizing, internalizing, asocial, and IQ/school achievement) and adult outcome ratings were investigated with 45 males with a young adult onset of schizophrenia who had been followed into middle age and for whom childhood information was available from a child guidance clinic. Among findings were that low IQ-poor social achievement and asocial childhood factor scores were significantly related to unfavorable adult outcome and externalizing factor scores were significantly related to favorable adult outcome while internalizing factor scores were unrelated to outcome. Methodology for obtaining the factor analysis is discussed and charts showing statistical results are provided. (SBH)

ED 183 009 FL 010 966

*Gathercole, Virginia C.*

**On the Production of Comparative Structures in Child Speech. Kansas Working Papers in Linguistics, Volume 4, Number 1.**

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-79

Note-20p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adjectives, *Child Language, Cognitive Development, *Error Analysis (Language), *Language Development, *Language Research, Literature Reviews, Preschool Children, Psycholinguistics, Semantics, Speech, *Verbal Development

Identifiers-*Comparative Structures

Two children's spontaneous utterances containing the comparative structure are examined for their semantic content. Many comparatives are found to encode the notion A has property X,'' and this use is often found in reference to the presence of X to an extreme, rather than a non-extreme, extent. The uses of the comparative are analyzed in relation to the same two children's uses of too X'' for A is (very) X'' and of simple adjectives to encode A is X enough.'' The findings reported for these structures correlate well with data fouqd in previous studies on the comprehension of the comparative and similar structures. (Author)

ED 182 426 CE 023 555

**Electronics Technology Curriculum Study. Final Report.**

Gateway Technical Inst., Kenosha, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date-Oct 79
Note-149p.; Not available in paper copy due to small type
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Associate Degrees, Attitudes, Core Courses, Curriculum Evaluation, Curriculum Research, *Electronics, Electronic Technicians, Employment Qualifications, *Graduate Surveys, Interviews, *Job Skills, Postsecondary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Technical Education, Technical Institutes, Vocational Followup

Identifiers-*Employer Surveys, Wisconsin

To assess the relationship between the competencies taught in ten Wisconsin two-year Associate Degree Electronic Technology programs and the competencies needed on the job, a study surveyed program graduates and employers of graduates regarding the effectiveness of the curriculum. The survey instruments were based on the 120 broad competencies developed for ten required Electronic Technology courses offered at Gateway Technical Institute which was implementing competency-based Education. Graduates were asked to complete a questionnaire asking if they were working as electronic technicians or in a related field; they were also asked to complete a survey on which they reacted on a Likert-type scale regarding importance of job, preparation at school, and adequacy of instructional equipment for each competency. Some graduates were also interviewed. The employer survey requested scaled reactions regarding importance of job and preparation at school. Responses were summarized for graduates working as electronic technicians and in related fields; for employers; for comparison of graduates and employers; and for the interviews. Employers and graduates were also asked three survey questions concerning qualification in job-entry skills, the two areas of best preparation, and the two areas of least adequate preparation. (Survey instruments are appended.) (YLB)

ED 182 444 CE 023 754

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Business and Office Occupations.**

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-41p.; For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Ability, Basic Skills, Business Education, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, *Office Occupations, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests

This basic vocational related skills assessment module in business and office occupations is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encouqter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

*Ellis, Mary L.*

**Vocational Education: The Future Is Now. Occasional Paper No. 37.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Jun 78
Note-18p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, June 1978).
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.90).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Economic Change, *Educational Change, *Educational Planning, Futures (of Society), *Social Change, *Vocational Education

Planning for the future of vocational education should center around both external and internal perspectives. Planning for change should be based on the implications of the broadest societal issues as they evolve over the coming years. Accordingly, vocational programs need to be carefully reviewed to make certain students are being prepared to look beyond the entry level and to understand how skills and experiences on one level may later apply to another level or occupation. The profession needs to organize programs, institutions, agencies, and individuals to respond to the changes as they occur. If we accept projections of the age, sex, and racial composition of the work force, it probably means a transition to a new organization for the delivery of vocational education. Perhaps the profession needs one or more of its members to become vocational futurists constantly challenging the planning of vocational education in the context of major social, economic, and political change. More emphasis should be placed on research and development toward retooling vocational education. The Department of Labor youth employment initiative may be the first of these challenges. (Twenty-one questions and answers from the audience of research and development personnel are appended.) (MEK)

ED 182 483 CE 024 005

*Evans, Freeda And Others*

**High Interest Reading Kit. Volume 4.**

Love Publishing Company, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date- 77
Note-44p.; For related documents see CE 024 001-006
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, *High Interest Low Vocabulary Books, Language Experience Approach, Readability, *Reading Instruction, *Reading Materials, Young Adults
Identifiers-Learning Experience Approach

Designed to provide high interest reading materials for late-adolescent- and adult-elementary-level readers, this kit contains reading exercises with a difficulty of eighth-grade-and-above readability. The kit includes twenty reading exercises developed from unedited stories dictated by students (the Learning Experience Approach). Following each exercise are fifteen true-false questions at the literal, interpretive, and applied levels. Exercises need not be used in sequence. Instructions and suggestions for use are found in the companion teacher's manual (CE 024 001), which is available separately. Kits for other reading levels are also available (see note). (YLB)

ED 182 539 CE 024 127

*Arthur, Patricia, Ed.*

**Resources in Vocational Education, 1979. Volume 12, Number 6.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498NH90003

Pub Date-79

Contract-300-78-0032

Note-101p.; Not available in paper copy due to small print

Journal Cit-Resources in Vocational Education; v12 n6 1979

Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Bibliographies, Career Education, Curriculum Development, Instructional Materials, Program Descriptions, Reference Materials, *Research Projects, Serials, *Technical Education, *Vocational Education

This compilation of approximately 1,400 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions; a listing of project titles grouped alphabetically by state follows this section. Appearing for the first time in this series of publications is a concluding section of abstracts of dissertations in progress on topics relating to vocational and technical education, career education, adult education, and the practical arts. Information for each of the seventy-six dissertations announced includes title, researcher, institution and address, department, adviser, and estimated completion date. (LRA)

ED 182 557 CE 024 202

*Harris, Brenda Wheeler, Lillian*
**The Changing Roles of Males and Females. Curriculum Guide.**
Eastern Kentucky Univ., Richmond. Dept. of Home Economics.
Pub Date-79
Note-171p.; Not available in paper copy due to poor print quality
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Curriculum Guides, *Females, Learning Activities, *Males, Postsecondary Education, Resource Guides, Secondary Education, *Sex Role, *Sex Stereotypes, Teaching Guides

This curriculum guide is designed to develop an increased awareness of the changing roles of males and females and to provide current relevant information regarding the changing roles of males and females. The guide is divided into five major concepts: (1) perception of masculinity and femininity, (2) physical/biological determinants of male and female characteristics, (3) social/psychological factors influencing roles of males and females, (4) legal discrepancies affecting male and female roles, and (5) males and females in the world of work. Each section (concept) follows a typical format that includes the following parts: supporting concepts, behavioral objectives, specific performance outcomes, and generalization. The remainder of each section is comprised of a table that presents supporting content and generalizations, teaching strategies and learning/evaluating experiences, and resources. Appended to each section are student exercises and assignments, student evaluations, and a list of resources. (LRA)

ED 182 649 CG 014 147

*Sell, Kenneth D.*

**Joint Custody and Coparenting.**

Pub Date-15 Aug 79

Note-17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Bibliographies, *Child Rearing, Divorce, Family Relationship, *Family Structure, *Group Unity, *Legal Problems, Literature Reviews, Marital Instability, *Parent Child Relationship, *Parent Responsibility, Parents

Identifiers-*Joint Custody

Results are presented of an intensive search of U.S. newspapers and periodicals on the joint custody of children after divorce, where both parents have continued responsibility for parenting and where the children spend part of each week, month, or year with both of the parents. Areas of concern addressed by these materials include the following: (1) the discovery that numerous couples have independently practiced joint custody in the past 12 years; (2) advantages and disadvantages of joint custody; (3) experiences of parents; (4) merits of the research; (5) legal aspects of joint custody and its future practice; and (6) the minimal criteria for undertaking joint custody. A bibliography of nearly 150 items is included. (Author)

ED 182 672                                                    CG 014 214

*Johnson, Sharon C. And Others*

**Helping Young Adults Make the School-to-Work Transition. Module 38.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-152p.; For related document see CG 014 215

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Curriculum Design, *Educational Alternatives, Educational Programs, Guidance Personnel, Guidance Services, *Program Planning, *School Community Relationship, *School Industry Relationship, Secondary Education, *Vocational Adjustment

Identifiers-*School to Work Transition

This staff development module is part of one of three groups of career guidance modules developed, field tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance, community members representing business and industry, and pre-service graduate students. The goal of this module is to help participants: (1) identify student competencies through analyses of curriculum offerings; (2) prepare alternative learning activities using community resources; and (3) plan a program to assist young adults on their transition from school to work. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 694 CS 005 247

*Moe, Alden J. And Others*

**The Literacy Requirements of a Machine Tool Operator on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-58p.; For related documents see CS 005 141-142 and CS 005 247-254

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Job Skills, *Literacy, *Machine Tool Operators, Reading Skills, Teaching Methods, Vocabulary

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about machine tool operators. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that machine tool operators need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 715 CS 005 274

*Stansell, John C. Robeck, Carol P.*

**The Development of Theoretical Orientation to Reading Among Preservice Teachers.**

Pub Date-79
Note-18p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Higher Education, *Preservice Education, *Reading Instruction, *Reading Programs, Reading Research, Student Attitudes, *Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, Teaching Methods

A study was undertaken to address the question of how an undergraduate reading specialization program for preservice teachers affected the theoretical orientation of students enrolled in it. The program in question required students to complete seven courses. For purposes of the study, the coursework was divided into three components: an introductory section of four courses concerning reading instruction in the elementary school, a field based practicum course, and a choice of two of the following: a secondary school reading course, a course on the use of children's literature in reading instruction, and a course on the nature and development of oral and written language. Some 300 students completed the Theoretical Orientation to Reading Profile (TORP) at various times during the program. The TORP consists of 28 propositions about reading instruction ten reflecting a phonics orientation, ten a skills orientation, and eight a whole language orientation. Tentative results showed the following: introductory courses tended to move students from a phonics to a skills orientation; language and reading courses tended to move students toward a whole language orientation; and the orientation of students completing the program tended to remain within the range for a skills orientation unless they had the language and reading course in which case their orientation shifted toward a whole language approach. (FL)

ED 182 737 CS 005 304

*Blom, Gaston E. And Others*

**Sex Differences in Receptive Language and Behavioral Expression as They Relate to Early Reading Achievement.**

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Environmental Influences, *Expressive Language, Females, *Language Usage, Males, *Reading Achievement, Reading Difficulty, Reading Research, *Receptive Language, *Sex Differences

Two studies were conducted to test the view that the early reading difficulties experienced by boys result from a difference'' in the way they use language, not their deficit'' in language ability. The first study replicated previous findings that young boys outperform young girls in receptive language ability although they perform less well in reading achievement. The sex difference in receptive language ability was viewed as part of a more fundamental difference as to how boys and girls interact with their environment. This contention was supported by the second study, which demonstrated a link between behavioral expressiveness'' and poor reading performance for boys but not for girls. (Author/RL)

ED 182 759 CS 205 410

*Pariser, David A.*

**A Discussion of Nadia'': A Case Study of Extraordinary Drawing Ability in an Autistic Child. Technical Report No. 9.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-NIE-G-78-0031

Note-49p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Art Expression, Association (Psychological), *Autism, Case Studies, Childrens Art, Developmental Disabilities, Emotionally Disturbed, *Freehand Drawing, *Perception, Research, *Thought Processes, *Visual Arts, Visual Discrimination, Visual Environment

The case study of Nadia, an autistic child, documents the phenomenally accurate drawings she made. Nadia's precocious drawing capacity raises questions about the drawing hypothesis adhered to by F. Goodenough and D. B. Harris and Gestalt theories of perception and representation. The argument is made that Nadia drew realistically because she lacked (or did not associate) conceptualization with the activity of drawing. Recent research in drawing shows that conceptual information about the object being drawn can interfere with representational accuracy. Nadia's intuitive grasp of the relationship between a pencil line on paper and the edge of an object in space strongly corroborates the argument of those who claim that outline depiction is the least convention-bound of all the systems of graphic representation. Thus, it is no coincidence that an asocial child such as Nadia should have hit on a method of representation that relies so little on conventional imagery. (Author/RL)

ED 182 942 EC 123 211

*Zane, Thomas Thvedt, John E.*

**Selecting Appropriate Training Goals and Objectives.**

Pub Date-Jun 79

Note-22p.; Presented as part of Invited Symposium Designing a Training Environment'' at the Association of Behavior Analysis (Dearborn, MI, June, 1979)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavior Patterns, Decision Making, *Educational Objectives, Generalization, *Handicapped Children, *Individualized Programs

Identifiers-Personal Independence

The authors propose a system for determining which goals and target behaviors are of highest priority for handicapped students. In a meeting of the interdisciplinary treatment team, goals are set forth and ranked according to answers to a series of questions: (1) will acquiring the behavior increase the probability of the client living, being healthier, or avoiding sickness/death? (2) will acquiring the behavior increase the probability of the client living more independently from others? (3) will acquiring the behavior increase the probability of acquiring other more complex behaviors? and (4) will acquiring the behavior generalize to stimulus conditions other than in the specific training environment? Goals of reducing headbanging, dressing without prompts, learning to read basic signs, and roller skating are ranked according to the system. An example of an individualized education program is presented, and its goals assigned priorities. (CL)

ED 182 963 FL 008 966

**Protective Relays: Technical Terminology Bulletin. Terminotech, Vol. 1, No. 1.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-10p.; Accompanying diagrams may not reproduce clearly
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to protective electrical relays. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. An explanatory illustration is appended. (JB)

ED 182 988 FL 010 856

**Children's Noun-Pair Retention: Assessment of Pictorial Elaboration and Bizarreness Effects.**

Pub Date- 79
Note-32p.; Research reported at the biennial meeting of the Society for Research in Child Development (New Orleans, LA, March 1977) and at the Western Psychological Association Meeting (San Francisco, CA, April 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Child Language, Children, *Cognitive Processes, Language Development, *Language Research, Learning Processes, *Memorizing, Memory, Nominals, *Pictorial Stimuli, Psycholinguistics, *Retention

Three experiments were conducted to assess the effects of nonbizarre vs. bizarre pictorial elaboration on the paired-associate retention of nouq pairs. Five and seven year old children served as subjects in the first two experiments and learned a list of common noun pairs by the study-test paired-associate method. Experiment 1 provided a between-subjects analysis of bizarre elaboration effects, while Experiment 2 provided a within-subjects analysis. The results of the two experiments indicated that both nonbizarre and bizarre pictorial elaboration faciliated performance relative to a standard presentation condition. A reliable difference between the two types of elaboration was not observed. Experiment 3 was designed to assess the effects of nonbizarre vs. bizarre pictorial elaboration on the seven day retention of noun pairs. The results of this final experiment indicated that the forgetting of pairs encoded under the different types of elaboration (nonbizarre vs. bizarre) was equivalent. (Author)

ED 182 624 CG 014 112

*Araoz, Daniel L.*
**Hypnocounseling.**
Pub Date-79
Note-22p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Behavior Problems, *Cognitive Processes, *Counseling Theories, Counselor Role, *Hypnosis, *Mental Health, Models, *Skill Development, State of the Art Reviews, Therapy

The rationale for referring to 'hypnocounseling' rather than to 'hypnotherapy' lies in the rejection of the medical model for dealing with behavioral problems. Hypnocounseling is a modality of mental health counseling, a body of knowledge which can be applied to the framework of any personality theory by a trained mental health counselor of any established approach or theoretical background. Some of its features are a de-emphasis on hypnotizability as a trait, an emphasis on voluntary activation of skills in a creative cognitive/experiential process, and the change of control focus from hypnotist to client. Clinical uses of hypnocounseling include exploration, evaluation, symptom alleviation, ego enhancement, and mental rehearsal. (Author/HLM)

ED 182 782 CS 502 806

*Gantz, Walter*

**Television News Credibility: A Network vs. Station Analysis. Preliminary Report.**

Pub Date-May 79

Note-17p.; Paper presented at the Annual Meeting of the Eastern Commuqication Association (Philadelphia, PA, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, Beliefs, *Credibility, Media Research, *Newspapers, *News Reporting, *Public Opinion, *Research Methodology, *Television, Television Research

A survey of 379 adults was used to assess the extent to which television news credibility scores were a function of researcher operationalizations of the concept. Underlying this effort were published reports suggesting that single item measures of television news credibility were either biased or inadequate indicators of a more complex phenomenon. Operationalizations of the concept reflected variations of measures that specified the origin of news broadcast (local versus network programs), type of news item (local/national), and individual stations or networks watched. Television news was perceived as highly credible across all the measures, although significant differences existed across some of the credibility items. The data suggested that single item measures could present a fair overview of public perceptions of television news credibility, but that multiple operationalizations provided a more complete and accurate appraisal of the phenomenon. (RL)

ED 182 807 EA 012 379

**Something Special from SEED: Energy Efficiency for Educators and Students. SEED: Schoolhouse Energy Efficiency Demonstration.**

Tenneco, Inc., Houston, Tex.

Pub Date-Oct 79

Note-137p.; For a related document, see EA 012 378

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Building Improvement, Building Operation, Cost Effectiveness, Demonstration Programs, *Efficiency, Elementary Secondary Education, *Energy, *Energy Conservation, Equipment Maintenance, Fuel Consumption, Heating, Lesson Plans, Lighting, *Management, Records (Forms), Thermal Environment, Ventilation, Windows

Identifiers-*Energy Audits

The goal of the Schoolhouse Energy Efficiency Demonstration (SEED) was to assist schools in reducing the impact of the rising cost of energy by defining good energy management programs and by implementing quick-fix, low-cost energy efficiency improvements. Twenty schools in 15 states participated in the demonstration program. This report covers the first year of SEED and is presented in three chapters. The first chapter presents the major findings of the SEED program and gives a profile of each of the 20 selected schools. The second chapter contains an energy audit for students and teachers that can be used in the classroom, and a survey of some successful lesson plans on energy. The last chapter is a technical manual consisting of six major parts and a glossary. The first four parts recount the important experiences from the first year of the SEED program. They are designed as background and information for those engaged in energy conservation activities in schools. The fifth part, the Schoolhouse Energy Audit Checklist, is a guide to conducting an energy audit. It is followed by energy report forms and guides to be used by the auditor in obtaining energy audit information required by the Department of Energy (DOE). (Author/MLF)

ED 182 856 EA 012 491

*Beaman, Philip L.*

**Establishing an Alternative Suspension Program.**

Pub Date-79
Note-39p.; Introductory Practicum, Nova University
Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Achievement, Coordinators, *Discipline Policy, *Educational Alternatives, High School Students, Practicums, Program Costs, Program Descriptions, Secondary Education, *Suspension
Identifiers-*In School Suspension, Tarboro High School NC

An alarming rate of out-of-school suspensions prompted the establishment of an alternative program for students at Tarboro High School, Tarboro, North Carolina. The internal suspension program was instituted to reduce school suspensions and improve the academic performance of suspended students. The program utilized a full-time detention center located in the school and coordinated by an internal suspension coordinator. The program was considered highly successful in reducing the number of out-of-school suspensions and moderately successful in improving the academic performance of students assigned to the internal suspension program. (Author/JM)

*George, Pamela G. Gallagher, James J.*

**The Relationship of Lesson Properties and Teacher Communication to the Task-Related Attention of Learning Disabled Children. Final Report.**

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Research Projects Branch.

Pub Date-1 Jul 78

Grant-G007700454

Note-205p.; Best available copy.

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Attention, Classroom Observation Techniques, Elementary Education, Environmental Influences, Exceptional Child Research, *Learning Disabilities, Lesson Plans, Remedial Instruction, Research Methodology, Student Teacher Ratio, *Student Teacher Relationship, *Teaching Methods

The study involving 35 learning disabled children (7 to 10 years old) investigated the relationship of properties of formal lessons and teacher communication to task related attention of the children. Ss in seven resource room settings were observed during three formal lessons for a total of 72 minutes each. During observations, data on lesson types and child behavior were collected every 10 seconds. Every 5 minutes, data on the classroom milieu related to the lessons were coded for role of the teacher, ownership of the task, pupil-work interactions, and source of task pacing. Each formal lesson was audiotaped for subsequent coding of teacher communications to the target child during the lesson. Among conclusions were that a learning disabled child is influenced more by the ecological context of the lesson than by within-child characteristics; that a one to one teacher-child ratio is the most efficacious for learning disabled children in terms of overall achievement gains; that teachers do show objective and quantifiable characteristics in terms of the quantity and structure of their communications to children, and in some cases these communicatons are related to the task enagement of the children they instruct; and that the ecological research model is an effective methodology for studying children. Specific implications of the findings for the remediation of attentional deficits in learning disabled children are addressed and sample record forms are appended. (Author/SBH)

ED 182 900 EC 123 042

*Herr, Stanley S.*

**The New Clients: Legal Services for Mentally Retarded Persons.**

Legal Services Corp., Washington, D.C

Pub Date-79

Note-252p.

Available from-National Legal Services Corp., Research Institute on Legal Assistance, 733 15th St., N.W., Washington, DC 20005 (Free)

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Child Advocacy, *Civil Liberties, Community Services, *Institutionalized Persons, Lawyers, *Legal Aid, *Legal Problems, *Mentally Handicapped, Questionnaires, Residential Care, Socioeconomic Influences

Identifiers-Deinstitutionalization (Handicapped)

The book explores the legal profession's role in protecting the rights of mentally handicapped individuals. Section 1 provides background on mental retardation and residential care, explaining that mental retardation and poverty are closely interrelated. Section 2 reviews the long accepted public policy of supplanting institutional care with community based alternatives. Section 3 details legal assistance approaches, including class actions, individual representation, and legislative advocacy. Barriers to access of institutionalized clients, such as conflicts of interest between a mentally retarded and his/her guardian, and advocacy projects are considered in the fourth section. The final section discusses resources and priorities for the future. A questionnaire on legal advocacy for mentally retarded persons and the results of responses from 100 members of the legal professions are appended. (PHR)

ED 182 922 EC 123 138

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 3.0: Evaluating/Materials and Media. Competencies 3.1 through 3.3.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Feb 74
Grant-OEG-0-71-3675(603)
Note-268p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, *Classroom Environment, Consultants, Curriculum, Evaluation Criteria, Evaluation Methods, *Gifted, *Handicapped Children, *Instructional Materials, *Instructional Media, *Knowledge Level, Literature, *Performance Based Teacher Education, Teaching Guides

Part 3 of a series of 13 instructor's manuals for the competency based instruction of curriculum consultants for exceptional children focuses on the evaluation of materials and media. Three competencies are considered: (1) that a curriculum consultant should be familiar with the variety of instructional materials and media available to classroom teachers of special education, (2) that a curriculum consultant should be knowledgeable of these characteristics of instructional materials and media as well as the characteristics of the instructional settings which are relevant to materials and media evaluation, and (3) that a curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the three competencies. (PHR)

ED 183 010 FL 010 967

*Staiano, Anthony Vincent*

**The Development of Conversational Coherency in Young Children. Kansas Working Papers in Linguistics, Volume 4, Number 1.**

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-79
Note-17p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Child Language, Cognitive Development, Discourse Analysis, Early Childhood, Interaction, *Language Development, Language Processing, *Language Research, *Nonverbal Communication, Preschool Children, Psycholinguistics, *Speech Communication, *Verbal Development
Identifiers-*Conversation

A paper by Keenan and Klein (1975) provided evidence for the hypothesis that conversationality is present in children as young as 2 and 1/2 years of age. Results of the study indicated that before the emergence of more adult-like coherency operations, the children passed through a period in which such operations were foreshadowed by vocal play. While supporting the possibility that conversationality emerges sooner than heretofore expected, the study reported here takes issue with the implications in the Keenan and Klein report that sound play was the precursor of conversational coherency. It maintains, rather, that non-linguistic coherency and an interaction between linguistic and non-linguistic events in the establishment of coherent exchanges between children pre-dated the establishment of adult-like coversationality. A study is reported which lends initial support to this hypothesis. (Author/AMH)

ED 182 484 CE 024 006

**High Interest Reading Kit. Volume 5.**
Love Publishing Company, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date- 77
Note-18p.; For related documents see CE 024 001-005
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Reading Programs, Adults, *Basic Reading, *High Interest Low Vocabulary Books, Readability, *Reading Instruction, *Reading Materials, Young Adults
Identifiers-Learning Experience Approach

Designed to provide high interest reading materials for late-adolescent- and adult-elementary-level readers, this kit provides seven play reading exercises suitable for all readability levels from fourth grade and below to eighth grade and above. The kit includes seven reading exercises which may be used in any order. Instructions and suggestions for use are found in the companion teacher's manual (CE 024 001), which is available separately. Kits with reading exercises for various reading levels are also available (see note). (YLB)

ED 182 521 CE 024 070

*Scott, Paul Butler, Ray*

**The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. Final Report.**

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70081

Pub Date-2 Oct 79

Grant-G00771962

Note-155p.; Not available in paper copy due to light type; For related documents see CE 024 007-008

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrative Personnel, Administrator Guides, *Curriculum, *Curriculum Development, Curriculum Planning, Faculty Development, Individualized Instruction, Individualized Programs, *Management Systems, Material Development, Performance Based Education, Postsecondary Education, Program Improvement, School Districts, Secondary Education, *Statewide Planning, *Systems Development, Task Analysis, Teaching Guides, Vocational Directors, *Vocational Education

Identifiers-*Curriculum Management, *Georgia

Focusing on the management of vocational curricula with a special emphasis on individualized instruction, a research and development project had a fourfold purpose: (1) design and development of a statewide curriculum management system (CMS), (2) testing of that system by developing additional individualized student materials and adapting existing materials, (3) preparation of materials to improve local administrators' skills in curriculum management and instructor leadership for their teachers, and (4) preparation of support and staff development modules for teachers implementing the individualized instruction approach. Four major products were developed: Curriculum Management System Handbook for supervisors and administrators (CE 024 008); Curriculum Management System Handbook, State Level (CE 024 007); four teacher's guides; and an individualized health occupations program. The state level CMS handbook suggests a CMS developed around five basic functions: management, development, reproduction, diffusion/dissemination, and evaluation/revision. In addition to outlining a CMS method for the local level, the vocational administrator's handbook contains a task listing, classroom/lab budget planning, model, workforce data analysis, and student and employer followup. Teaching guides were developed for transportation, construction, auto body repair, and machine shop programs using a three-volume format. (A copy of a unit from the individualized Health Occupations-Teachers Education program is appended.) (YLB)

ED 182 580 CE 024 265

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-5, Qualifications.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-45p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Certification, Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Standards, Teaching Guides, *Technical Education, *Welders, Welding
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of ten modules for a course titled Welding Inspection describes qualification requirements for welding procedures and welders and the role of the nuclear quality assurance/quality control technician. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 602 CE 024 287

*Wasil, Ed Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-3, Receiving Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-37p.; For related documents see CE 024 245-298 ; Some small, light type will not reproduce clearly.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Recordkeeping, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This third in a series of eight modules for a course titled Quality Assurance Practices describes the typical receiving responsibilities for inventory control and inspection. Attributes typically inspected are listed, inspection practices are described, and typical records are illustrated. In addition, handling precautions are described as they apply to receiving inspection. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 964 FL 008 967

**Electric Motors: Technical Terminology Bulletin. Terminotech, Vol. 1, No. 2.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-11p.; Accompanying diagrams may not reproduce clearly
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to electric motors. A brief narrative on the subject is included in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended (JB).

ED 182 427 CE 023 556

**Center for Vocational, Technical and Adult Education Phase VIII. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Aug 79

Note-63p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Adult Education, Data Analysis, *Educational Research, *Information Dissemination, Inservice Teacher Education, Internship Programs, Material Development, Models, *Needs Assessment, Performance Based Teacher Education, Postsecondary Education, Preservice Education, *Professional Development, Program Evaluation, *Research and Development Centers, Secondary Education, State Agencies, Statewide Planning, Surveys, Technical Assistance, Technical Education, *Vocational Education, Workshops

Identifiers-*Center for Vocational Technical Adult Education WI, Wisconsin

Activities uqdertaken by the Center for Vocational, Technical, and Adult Education (CVTAE) in Wisconsin for 1978-79 continued efforts in five major areas: needs assessment, professional development, evaluation, research, and dissemination of research and activities. Needs assessment activities (1) developed a model process for a displaced homemaker center and constructed instruments to survey bilingual vocational education, staff and administrator training, and sex equity in the postsecondary VTAE system and (2) surveyed financial support available to vocational education. The center also supported such professional development activities as mid-management leadership development workshops; an intensive instructor conference; workshops on research competencies, proposal writing and grantsmanship, and evaluation skills; preservice and inservice programs; and internships. Evaluation activities involved implementation of a secondary vocational program evaluation model and evaluations of various programs and projects. Research-oriented activities assessed the impact of enrolling in secondary vocational education programs and of youth employment and training programs; determined the effectiveness of assessment centers; studied high school non-completers, women in apprenticeships, and the basic state grant program; and developed industrial education learning activities and performance-based teacher education instructional materials. CVTAE also disseminated research reports, technical assistance, and data analysis. (A list of CVTAE activities for 1978-79 is appended.) (YLB)

ED 182 445 CE 023 755

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Horticulture.**

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-40p.; For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available.

Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Guidelines, Horticulture, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests

This basic vocational related skills assessment module in horticulture is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encouqter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 182 464 CE 023 960

*Kuh, George D.*

**The Personality Functioning of Traditional-Age Students and Adult Learners during the First Year of College.**

Indiana Univ., Bloomington. School of Education.
Pub Date-16 Jan 80
Note-32p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adult Students, Age Differences, *College Freshmen, Comparative Analysis, Higher Education, Individual Characteristics, Nontraditional Students, *Personality Change, Personality Studies, Sex Differences, Social Factors, *Student Characteristics
Identifiers-Omnibus Personality Inventory

A study attempted to substantiate empirically whether changes occurred in the personality functioning of adult learners and traditional-age students during the first year of college. The Omnibus Personality Inventory and companion questionnaires were administered to randomly selected groups of students from two campuses of a midwestern state university in Fall, 1977, and Spring, 1978: 273 adult students (freshmen aged twenty-three or older) and 222 traditional-age freshmen. Usable responses represented 51% (40% male) and 44% (37% male) respectively. Group mean and individual true gain (change) analyses were used to document whether shifts in personality functioning took place and to

identify college activities related to various shifts. Variables examined included reason for attending college, aspirations, co-curricular activities, grades, employment during school, relationship to parents, and marital status. Changes in personality functioning for traditional-age students seemed attenuated compared with the results of studies conducted during earlier decades. College attendance was associated with changes in personality functioning for both older and younger students, although changes did not occur in all students nor was the directionality of change consistent. Given the increasing heterogeneity of collge student populations, the use of group mean scores to assess personality functioning during the first year of college may no longer be defensible. (PV)

ED 182 502 CE 024 040

*Ainley, John Fordham, Adrian*

**Between School and Adult Life: An Approach to the Evaluation of Pre-Vocational Education in TAFE. ACER Research Monograph No. 5.**

Australian Council for Educational Research, Hawthorn.
Spons Agency-Australian Tertiary Education Commission, Canberra.
Pub Date-Dec 79
Note-213p.
Available from-Lawrence Verry Inc., River Road, Connecticut 06355
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Evaluation Criteria, *Evaluation Methods, *Foreign Countries, Measurement Instruments. Models, *Prevocational Education, Program Effectiveness, *Program Evaluation, Program Planning, *Work Experience Programs
Identifiers-Australia (New South Wales), Australia (Queensland), Technical and Future Education Programs

An evaluation study of some work preparation (or pre-vocational education) programs in New South Wales and Queensland (Australia) was conducted to accomplish the following objectives: (1) to establish a general methodological framework for the continuing evaluation of Technical and Future Education (TAFE) pre-vocational programs; (2) to obtain a worthwhile assessment of the effectiveness of a selected number of work preparation programs currently offered; and (3) to identify major problems and factors which could guide the future development of work preparation programs. In developing a strategy for the evaluation of TAFE pre-vocational education programs, a start was made by examining the main aspects of its rationale and the key features of four programs in this field. The results of this examination enabled general approaches to educational evaluation to be incorporated in an evaluation framework for pre-vocational education. Subsequently, it was possible to identify data which needed to be collected about each element of the framework and to suggest instruments which might be used for this purpose. Finally, suggestions were made of means by which data gathered about each element in the framework could be used in further analyses. (This report is primarily concerned with the first objective and contains a description of some new developments in pre-vocational education, a discussion of the rationale for programs in this area, and an outline of an evaluation approach.) (BM)

ED 182 558 CE 024 210

*Lecht, Leonard A. Matland, Marc A.*

**Involving Private Employers in CETA Programs: A Case Study. R & D Monograph 75.**

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Grant-DL-21-36-77-08
Note-202p.
Available from-Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, NW, Washington, DC 20213
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Business, Career Education, Case Studies, *Demonstration Programs, Employer Attitudes, *Experiential Learning, Federal Programs, *Field Experience Programs*, *On the Job Training, Program Descriptions, *Program Effectiveness, School Industry Relationship, Vocational Education
Identifiers-Comprehensive Employment Training Administration

Case studies were conducted of nine Comprehensive Employment and Training Act (CETA) prime sponsors which had records of successful cooperation with business firms. To identify strategies employed for increasing the participation of private employers in CETA programs, information was obtained at each site about the local program, labor market, population and enrollee characteristics, placements, relationships with service deliverers and business organizations, and employers' perceptions of the CETA program. Findings which were evident in most, although often not all, of the prime sponsors surveyed included these: (1) the local unemployment rate was only one among several factors influencing employers' participation, (2) a large majority of the on-the-job training and classroom training placements took place in smaller establishments, (3) state and local government agencies together with community organizations accounted for over half the membership of the planning councils, and (4) there was evidence of enrollee selectivity in the program involving the maximum employer participation. Following the introductory overview and summary, the bulk of the document focuses on descriptions of the individual prime sponsors. Descriptions are provided of their individual characteristics, program priorities, linkages with employers, and placement and training records. The final chapter discusses implications for policy. A description of the federal CETA reporting system is appended. (LRA)

ED 182 625 CG 014 113

*Froland, Charles And Others*

**Professional Partnerships with Informal Helpers: Emerging Forms.**

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date-4 Sep 79
Grant-DHEW-18-P-00088
Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Agencies, Case Studies, Community Services, *Counseling Services, *Counselor Role, *Informal Organization, *Interprofessional Relationship, *Networks, Professional Personnel, Staff Role

Preliminary results are given from a study of 10 programs that have developed alternative ways to link professional services with various forms of informal helping networks by serving a variety of populations including the elderly, children and families, the physically disabled and the general community. Characteristics of the different types of helping networks that have been identified are presented, along with information about the various relationships staff have developed with informal helpers. A typology of five emerging forms of collaboration is developed. Several sets of issues for policy and practice that have surfaced from the experience of staff in the 10 programs are discussed. (Author)

ED 182 650 CG 014 148

*Wagner, Rudolph F.*
**Compact Counseling: A Mini-Approach to Short-Term Counseling.**
Pub Date- 79
Note-6p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Counseling, *Counseling Effectiveness, *Counselor Role, *Educational Innovation, Group Counseling, *Helping Relationship, Individual Counseling, Measurement Techniques, Models, Students

Compact counseling, an approach to short-term counseling, is presented as an effective, efficient, and structured tool for new or busy counselors. A model for using this type of approach is described in terms of (1) basic assumptions, (2) theoretical underpinnings of relationship and structure, (3) activities conducted in each of three sessions, and (4) advantages for both counselors and clients. A schematic roadmap'' is also provided in the form of a diagram outlining the three sessions of compact counseling. (Author/HLM)

ED 182 673 CG 014 215

*Lutz, Richard Crook, Jim*

**Helping the Community Help Students With Career Development. Module 39.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-87p.; For related document see CG 014 214

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Career Development, *Community Resources, Educational Programs, Guidance Personnel, *Job Skills, *Program Planning, *School Community Relationship, *School Industry Relationship, Secondary Education, Student Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance, particularly with student career development. The goal of this module is to provide participants with skills that will help community resource persons become effectively involved with student career development processes. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 695 CS 005 248

*Moe, Alden J. And Others*

**The Literacy Requirements of an Account Clerk on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-56p.; For related documents see CS 005 141-142 and CS 005 247-254

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Accounting, *Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, *Bookkeeping, Clerical Workers, Communication Skills, *Job Skills, *Literacy, Reading Skills, Teaching Methods, Vocabulary

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about account clerks. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that account clerks need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 738 CS 005 305

*Jones, Beau F. Hall, James W.*
**School Applications of the Mnemonic Keyword Method as a Study Strategy by Eighth Graders.**
Pub Date- 79
Note-25p.; Earlier report presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Association (Psychological), *Content Reading, Elementary Secondary Education, Grade 8, *Learning Processes, *Mnemonics, Paired Associate Learning, Reading Comprehension, Reading Research, Recall (Psychological), *Retention, *Study Skills, Teaching Methods

The keyword method, originally developed as an instructional technique in foreign language acquisition, was tested for its application in other school learning tasks and as a self-initiated study strategy. Two classes containing a total of 40 eighth grade students served as the experimental and control groups. The tasks were learning to pair technical terms with their definitions and learning to pair proper surnames with facts, events, and accomplishments. After five training sessions the experimental group students were able to carry out the sequence of operations constituting the keyword method, including the generation of concrete keywords and of compound images that bridge keywords and response terms. The experimental group performed significantly better than the control group, exceeding the control group by 40% on the posttest and 36% on the other posttest. Subsequent uqprompted tests showed substantially higher performance by students trained in the keyword method than by those students from the control group. (Author/RL)

ED 182 760 CS 205 411

*Pariser, David A.*

**The Orthography of Disaster: Children's Drawings of Wrecked Cars. Technical Report No. 10.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G-78-0031
Note-39p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Art Expression, Behavioral Science Research, *Child Development, *Childrens Art, Concept Formation, Elementary Education, Freehand Drawing

A study was undertaken to determine how children of different ages used drawing to present an atypical situation, to what extent children's responses were governed by their increasing cognitive competence, and to what extent children's responses reflected an increasingly articulate grasp of the medium itself. A total of 137 children in kindergarten through sixth grade were asked to make pairs of drawings of an unwrecked and a wrecked car. Each child's drawings were compared to identify the kinds of graphic devices used to mark the condition of the car. Proceeding from J. S. Bruner, R. R. Olver, and P. Greenfield's distinction between enactive, ikonic, and symbolic modes of thought, two kinds of line quality were identified: gestural line (highly enactive) and distorted line (iknoic/symbolic). On this task, the use of enactive line decreased as a function of age and the use of ikonic/symbolic line increased with age. Younger children reverted to the enactive mode, relying heavily on the manner in which the image was made to mark the condition of the car. Older children understood that the image itself the residue of drawing activity and not just the activity itself, must be changed if the image is to convey information to the viewer. (Author/FL)

ED 182 833 EA 012 441

*Jacobs, Martha J.*

**Tuition Tax Credits for Elementary and Secondary Education: Some New Evidence on Who Would Benefit. Technical Analysis Paper Number 7.**

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-Sep 79

Note-18p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, *Enrollment, *Family Income, *Geographic Regions, *Minority Group Children, *Private Schools, *Tuition

Identifiers-*Tax Credits

Much of the controversy in discussions of tuition tax credits for elementary and secondary education has been over the question of who would benefit from the various proposals. This report presents data from the 1978 October supplement to the Current Population Survey that show, for the first time, who attends private schools and what tuitions they pay. Private school attendance rates and median tuitions are shown for students grouped by grade level and by region, race, and family income. These data then are used to estimate the average size and distribution of tuition tax credits which would accrue to each of these student groupings under two sample tax credit plans. Findings indicate the following: students in the South and West pay more to attend private schools than students in the northeastern and north central regions; median private school tuitions for black students are higher than those for white and Hispanic origin students; and, in general, tuition levels do not reflect ability to pay as measured by family income. This report discusses the policy implications of these findings and presents suggestions for modifying tuition tax credit proposals to target benefits more heavily on the disadvantaged. (Author)

ED 182 989 FL 010 857

*Kee, Daniel W. Nakayama, Susan Y.*

**Automatic Elaborative Encoding of Noun Referent Pairs in Children's Memory.**

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.

Pub Date- 77

Grant-NIH-G-RR07012

Note-19p.; Paper presented to the American Educational Research Association (1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Child Language, Children, *Cognitive Processes, Language Development, *Language Research, Learning Processes, *Memorizing, Memory, Nominals, *Pictorial Stimuli, Psycholinguistics, *Retention

The present study was conducted in order to evaluate pictorial elaboration effects in children's incidental paired-associate memory. The design of the experiment consisted of a 2 x 2 x 2 x 5 factorial with (1) grade level (kindergarten vs. second), (2) pictorial presentation (standard vs. elaborated), (3) list (two 14-pair lists of common noun referents), and (4) instruction (a memory control and four different incidental memory conditions). One hundred and twenty children at each grade level were tested individually by the study-test paired-associate method. The results indicate that pictorial elaboration facilitated paired-associate performance relative to standard presentation; this outcome was not influenced by either the factors of age or of instruction. The results were interpreted in terms of an automatic encoding hypothesis, which suggests that the intention to relationally encode pair members is not necessary for elaborative coding. The mere inspection of referents depicted under pictorial elaboration is sufficient for the induction of elaborative coding, hence the facilitation of paired-associate performance. (Author)

ED 182 716 CS 005 275

*Mitchell, Katherine A.*
**Patterns of Teacher-Student Responses to Oral Reading Errors as Related to Teachers' Previous Training in Different Theoretical Frameworks.**
Pub Date- 78
Note-36p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Diagnostic Teaching, Educational Theories, Elementary Education, Interaction Process Analysis, Learning Theories, Miscue Analysis, *Oral Reading, Reading Instruction, Reading Processes, Reading Research, *Remedial Reading, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, *Teaching Models
Identifiers-*Gattegno (Caleb), *Goodman (Kenneth)

Six teachers judged as expert representatives of either Kenneth Goodman's or Caleb Gattegno's theoretical positions were videotaped while working with remedial readers eight to nine years old. Interactions were analyzed using the Analytical System of Student-Teacher Interactions in Reading (ASSTIR). Results indicated that students in both groups most often read without being interrupted, and that they discussed what they had read. When students made oral reading errors, the teachers in both groups had students work out their own errors in ways compatible with their respective framework. Patterns of responses to errors were more strongly related to teachers' previous training than to types of oral reading errors. Data from teacher interviews confirmed that the teachers' theoretical frameworks influenced their teaching. A complex view of numerous theoretical influences on the teaching of reading was suggested. (Author/RL)

ED 182 783 CS 502 807

*Schicht, Jack*
**Religious Groups v. TV's Sex, Violence.**
Freedom of Information Center, Columbia, Mo.
Report NO.-FOI-416
Pub Date-Jan 80
Note-9p.
Pub Type- Reports - General (140) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Broadcast Industry, *Censorship, *Commercial Television, *Programing (Broadcast), *Religious Organizations, Sexuality, Violence

Religious organizations have played an important part in the national movement to combat sex and violence in television programing. Attempts by religious organizations to exercise some control of the visual media began in 1907 with a concern for movies and has continued to the present. Although many churches and church organizations have expressed concern about the amount of sex and violence on television, fewer have organized particular movements to bring about change. Campaigns have included organized letter writing to broadcasters, advertisers, and regulatory commissions; boycotts of sponsors of programs fouqd to be objectionable; and boycotts of television programs and stations. Some denominations and special interest groups provide packets of material to those interested in bringing about changes. Television networks report that some of these tactics have been effective and will continue to be so long as those asking for change can demonstrate economic power. (TJ)

ED 182 857 EA 012 492

**Negotiating the Future. Labor Relations in the Public Sector 1979-2029. Government Employee Relations Report.**

Bureau of National Affairs, Inc., Washington, D.C.
Report NO.-GERR-RF-185
Pub Date-3 Dec 79
Note-20p.
Available from-The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Washington, DC 20037 ($3.00; quantity discounts)
Pub Type- Opinion Papers (120)
**Document Not Available from EDRS.**
Descriptors-Arbitration, *Collective Bargaining, *Government Employees, Government Role, *Industrial Relations, Interviews, *Labor Unions, Local Government, State Government, *Teacher Strikes

This paper contains interviews with leaders of the public employment, labor relations movement in the U.S. Discussed are labor relations, organizing, and bargaining as they have developed on the state and local government level as well as the shape and direction they may take in the next 50 years. The paper states that, despite the varying backgrounds and philosophies of the participants, similar themes emerge as to what the future holds for the public sector in this country. (Author/LD)

ED 182 943 EC 123 212

*Trybus, Raymond J.*

**Overview of Psychological and Demographic Research with Hearing Impaired People.**

Gallaudet Coll., Washington, D.C.
Pub Date-79
Note-8p.; Prepared by the Research Institute
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Aurally Handicapped, *Deaf, Demography, *Educational Methods, Educational Programs, Elementary Secondary Education, Exceptional Child Research, *Incidence, Psychological Characteristics, *Student Characteristics

A researcher involved with the study of deafness covers such topics as prevalence of deafness, educational placement options, and statistics on special education programs for the deaf and hard of hearing. Among findings of the Annual Survey of Hearing Impaired Children and Youth are that only 10% of special programs report genetic counseling for parents; nearly 66% of all special programs subscribe to a total communication approach; reading achievement of the median 19 year old deaf student leaving school is at a fourth grade equivalent; and severity of hearing loss and family socioeconomic status are the two most powerful determiners of educational outcome. (CL)

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-6, Process Controls.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-45p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of ten modules for a course titled Welding Inspection describes procedures review, process monitoring, and weld defect analysis. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 901 EC 123 043

*High, Elizabeth Codman*

**A Resource Guide to Habilitative Techniques and Aids for Cerebral Palsied Persons of All Ages.**

George Washington Univ., Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-78

Grant-50-P-15606/3-02

Note-150p.; Prepared by the Job Development Lab.

Available from-George Washington University, Job Development Laboratory, Div. of Rehabilitation Medicine, Washington, DC 20037 ($6.00)

Pub Type- Reference Materials - Bibliographies (131) - Guides - General (050)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Attitudes, *Cerebral Palsy, Community Involvement, *Daily Living Skills, Electromechanical Aids, *Equipment, Food, Hygiene, *Physical Therapy, *Rehabilitation, Resource Guides, *Resource Materials, Sexuality, Therapy, Transportation

The book presents a comprehensive resource guide to habilitative techniques, aids, and equipment for cerebral palsied persons of all ages. The guide is divided into seven sections, which cover the following areas: an introduction (which deals with general concerns, such as established treatment techniques and attitudinal concerns); positioning and seating; feeding; dressing; hygiene (including dental care, bathing, and toileting); household and community involvement (including meal preparation, shopping and other community skills, sexuality, transportation, and recreation); and general resources (which lists addresses of frequently mentioned suppliers and publishers, along with some of their offerings). Each section, with the exception of the one on general resources, includes preliminary text to help the reader in selecting appropriate resources, which are then listed and briefly described. Line drawings of all equipment are also provided. (DLS)

ED 182 965 FL 008 968

**Circuit-Breakers: Technical Terminology Bulletin. Terminotech, Vol. 1, No. 3.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-12p.; Accompanying diagrams may not reproduce clearly
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to circuit breakers. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 183 011 FL 010 968

**Chinese Calendar and Chinese Telegraphic Code.**
Defense Language Inst., Monterey, Calif.
Pub Date-64
Note-135p.; Parts may not reproduce clearly.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Chinese; English
Pub Type- Reference Materials (130)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Cantonese, *Chinese, *Chinese Culture, *Ideography, Instructional Materials, *Language Instruction, Reference Materials, Second Language Learning, Sino Tibetan Languages
Identifiers-*Calendars, *Telegraphic Codes

This manual contains: (1) Chinese calendars for the hundred years from 1881 to 1980; and (2) the Chinese telegraphic code. Each page in Part One presents the calendar for each year in both Chinese and English. There are 97 charts in Part Two representing the telegraphic code. (AMH)

ED 182 485 CE 024 007

*Scott, Paul And Others*

**The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. A Model State Level Curriculum Management System.**

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--C651

Pub Date-28 Feb 79

Grant-G00701962

Note-166p.; Charts and tables may not reproduce well due to small type; For related documents see CE 024 008 and CE 024 070

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Curriculum, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, Formative Evaluation, *Management Systems, Material Development, *Models, Needs Assessment, Program Improvement, *Statewide Planning, Summative Evaluation, Systems Development, *Vocational Education

Identifiers-*Curriculum Management

A project to propose a system for managing curriculum improvement at the state level (1) identified the basic functions necessary for a statewide curriculum management effort, (2) explained the supporting activities required to initiate and maintain its operation, and (3) developed a model system for curriculum management. The five functions identified as forming the basis of a curriculum management system (CMS) model were management, development, reproduction, diffusion/dissemination, and evaluation/revision. Management of curriculum was to be based on the management functions of planning, organizing, implementing, controlling, and evaluating. A CMS model was designed which flowed from the overall master plan for vocational education. Input from various components of vocational education was then organized, analyzed, and prioritized. Phase 1 involved activities concerned with identifying programs requiring improvement based on needs assessments. Acquiring the needed materials in phase 2 could follow three subroutines: revising the existing materials, procuring materials from other sources, or developing new materials. Phase 3 continued the process of material development: developer selection, pilot and field testing, and diffusion. Formative and summative evaluation of CMS were recommended for phase 4; revision should follow. (Fourteen information sheets are provided throughout the document. Sample materials are appended.) (YLB)

ED 182 540 CE 024 128

*Arthur, Patricia, Ed.*

**Resources in Vocational Education, Volume 12, 1979. Annual Index.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498NH90003

Pub Date-79

Contract-300-78-0032

Note-160p.; Not available in paper copy due to small print

Journal Cit-Resources in Vocational Eduation, v12 Annual Index 1979

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Bibliographic Citations, Career Education, *Citation Indexes, Instructional Materials, Reference Materials, Research Projects, *Technical Education, *Vocational Education

This volume cumulates the indexes that appear in the six bimonthly issues of Resources in Vocational Education,'' volume 12, numbers 1 through 6, during 1979. The cumulation is intended to be a companion volume to the individual issues of Resources in Vocational Education,'' which contain the complete resumes of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. Three indexes are provided: subject, author, and institution. Each entry lists the title of the document and the ED (ERIC Document) number of the complete resume as it appears in the particular issue of Resources in Vocational Education.'' Instructions for ordering individual documents are included at the back of this volume. (Editor/LRA)

ED 182 603 CE 024 288

*Wasil, Ed Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-4, Identification, Storage and Handling of Components, Parts and Materials.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-35p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Equipment Storage, *Facility Inventory, Identification, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of eight modules for a course titled Quality Assurance Practices describes the activities of identification, storage, and handling of components, parts, and materials. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 651 CG 014 149

*Comer, David W. And Others*

**Female Coronary-Prone Behaviors: Relationship to Alpha and Self-Concept.**

Georgia Southern Coll., Statesboro.

Spons Agency-Public Health Service (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-HL03341

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Feedback, *Females, *Health, Human Body, *Physiology, *Psychological Patterns, Research Projects, *Self Concept, Self Concept Tests, Self Esteem, Stress Variables

Identifiers-*Heart Disorders, *Tennessee Self Concept Scale

Researchers have been working toward isolating a set of psychological risk factors that would reliably predict coronary problems. This coronary-prone behavior pattern, Type A, is characterized by extremes of competitiveness, striving for achievement, impatience, and hostility. Differences were examined between 20 Type A and 20 Type B (non-coronary-prone) females in terms of spontaneous occipital alpha activity. Four measures from a physiograph were obtained: the total amount of time the female produced alpha exceeding 20 microvolts in amplitude, and 30 microvolts; the total numbers of entries into alpha exceeding 20 microvolts, and 30 microvolts. Results revealed that Type B females produced occipital alpha for significantly longer cumulative times during a 10-minute session than the Type A females. Type A and B females did not differ on overall self esteem, as measured by the Tennessee Self Concept Scale, nor on eight of its 11 subscales. (Author/BMW)

ED 182 808 EA 012 381

*Aoki, Ted T.*

**Toward Curriculum Inquiry in a New Key. Curriculum, Media & Instruction Occasional Paper No. 2.**

Alberta Univ., Edmonton. Faculty of Education.

Report NO.-CMI-OP-2

Pub Date-79

Note-28p.; Paper presented at the Conference on Phenomenological Description: Potential for Research in Art Education'' sponsored by Concordia University (Montreal, Quebec, Canada, April 6-8, 1978).

Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5

($1.50)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Curriculum Research, Doctoral Theses, Literature Reviews, *Models

This paper offers alternatives to curriculum research. It examines Bruner and Schwab's transformation since their espousal of the structure of the discipline-based inquiry in curriculum, Beitell and Eisner's call for going to the roots of curriculum thought, and the reconceptualists' urgings to recognize the need to consider the deep level structure in curriculum inquiry. The paper details three orientations to curriculum research: the empirical-analytic, the situational-interpretative (phenomenological), and the critical inquiry. The conclusion offers a personal orientation toward curriculum inquiry based on the examination of several doctoral dissertations. (Author/LD)

ED 182 881 EC 122 900

**Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect.**

Herner and Co., Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-Aug 78
Contract-105-76-1136
Note-72p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Agencies, *Child Abuse, Guidelines, Hospitals, Identification, *Interdisciplinary Approach, Intervention, *Neglected Children, Prevention, Program Descriptions, State Standards, *Teamwork
Identifiers-Pennsylvania, Virginia

The report examines the nature of multidisciplinary teams in identification, treatment, and prevention of child abuse and neglect. Reviewed is the operation of three types of multidisciplinary teams: hospital based programs, interagency programs, and state mandated multidisciplinary teams. The bulk of the document is composed of appended material, including brief descriptions of approximately 50 child abuse and neglect programs using the multidisciplinary approach (arranged according to federal regions), and guidelines for the operation of the multidisciplinary team as formulated by the states of Virginia and Pennsylvania. (CL)

ED 182 923 EC 123 139

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 4.0: Advising/Communication Processes. Competencies 4.1 through 4.3.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-May 74

Grant-OEG-0-71-3675(603)

Note-189p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Objectives, Consultants, Curriculum, Evaluation Criteria, *Gifted, *Handicapped Children, Instructional Materials, *Needs Assessment, *Performance Based Teacher Education, *Problem Solving, *Staff Role, Teaching Guides

Part 4 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the consultant's role as advisor. Three competencies are considered: (1) that a curriculum consultant should be capable of analyzing a teacher's situation as a basis for determing consultation needs, (2) that a curriculum consultant should be capable of helping teachers develop problem solving skills, and (3) that a curriculum consultant should be capable of establishing him/herself as a constant source of consulting help in contrast to the role of a problem solver. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the three competencies. (PHR)

ED 182 626 CG 014 114

*Dokecki, Paul R. And Others*

**Families and Professional Psychology: Policy Implications for Training and Services.**

Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date 4 Sep 79

Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Counseling Services, Counselor Role, Counselor Training, *Delivery Systems, Family (Sociological Unit), *Family Counseling, *Intervention Models, *Parent Education, Psychologists, *Social Problems, Social Values

In light of the fact that America's families are becoming an increasingly important item on the intervention agenda, the ongoing work of the ``To Strengthen Families'' Project of Vanderbilt's Center for the Study of Families and Children is described. A model designed from an analysis of values suggesting that America should strive to become the ``caring and competent society'' is presented. The case of parent education is described to illustrate this societal model. Implications are discussed for the trianing of psychologists and the development of service systems. (Author)

ED 182 739 CS 005 308

*Laffey, James L. And Others*

**The Effect of Repeated Reading of Taped Literature on Reading Achievement.**

Pub Date-79

Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Education, *Listening, *Reading Achievement, *Reading Comprehension, Reading Difficulty, Reading Instruction, *Reading Research, *Remedial Reading, Rural Youth, *Tape Recordings, Teaching Methods

Identifiers-*Reading While Listening

A study was conducted to determine the effect of repeated reading of taped literature on reading achievement of culturally different remedial students in the upper elementary grades. Twenty students were selected using a matched pairs design. The experimental treatment for ten students consisted of reading while listening to the tapes and the performing various comprehension activities. During the treatment period of 13 weeks, the experimental students spend approximately 15 minutes per day listening to the taped stories. After listening to the story two or three times, they were encouraged to read along orally as they listened. This was repeated until they were able to reread the story fluently. The comprehension, vocabulary, and accuracy scores were consistently higher for the experimental group than for the control group. However, the only significant difference existed for the comprehension scores. Observable changes in the affective behavior of experimental students indicated positive changes in the students' attitudes toward reading as well as changes in their self-concepts. Students who rarely read aloud prior to working with the taped stories frequently chose to read the stories to a different class as well as to the experimental group. (MKM)

ED 182 784 CS 502 808

*Abrams, Michael F.*
**The FCC and the Electric Church.**
Freedom of Information Center, Columbia, Mo.
Report NO.-FOI-415
Pub Date-Jan 80
Note-7p.
Pub Type- Reports - General (140) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Broadcast Industry, *Federal Regulation, *Programing (Broadcast), *Religious Agencies, *Religious Organizations
Identifiers-*Federal Communications Commission

This newsletter focuses on the relationship between the Federal Communications Commission (FCC) and religious broadcasters. It traces the history of that relationship and discusses some of the pressures put on both. It includes a discussion of a recent avalanche of mail at the FCC supporting the church on the airways. It also summarizes some of the decisions made by regulating agencies and courts concerning religious broadcasting. (TJ)

ED 182 834 EA 012 465

*Barrientos-Monzon, Ivan Luis*

**Policy and Public Administration, Educational Policy and Administration.**

Pub Date-Dec 79

Note-18p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979). Not available in paper copy due to marginal legibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Deductive Methods, *Educational Administration, Educational Policy, Educational Practice, Logic, *Policy Formation, *Theories

Identifiers-Latin America

This paper attempts to clean up some of the muddled thinking that obscures the distinction between theory and practice in educational administration. The author also applies his argument to the issue of possible gaps between policy formulation and policy implementation. The author begins by noting that there is a common misapprehension that in areas such as Latin America there is a gap between theory and practice. It is frequently argued that there is too much talk and too little action, too much theory and not enough practice. The author maintains, however, that the gap is really a pseudogap'' caused by the absence of sound theory firmly based on real conditions. He believes that the solution to the problem is not more action, but more and better theories on which effective action can be based. He further concludes that the pseudogap'' between policy formulation and policy implementation is mostly due to the fact that the former is not theoretically based in the true sense and the latter is haphazard and based on an unsystematic mixture of trial and error, tradition, and cultural custom. (Author/JM)

ED 182 858 EA 012 497

*Hamilton, Stephen F.*

**The Structure of Freedom: The Operational Structure of an Alternative Educational Organization.**

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Apprenticeships, *Educational Alternatives, *Educational Programs, *Organizations (Groups), Program Descriptions, Secondary Education

Identifiers-*New York (Ithaca)

The Learning Web an alternative educational organization discussed in this paper-matches high school students with adults who can teach them a skill. Staff members either contact a young person who has been referred by a school, or a youqg person initiates contact with the organization. An intake interview is followed by placement of the apprentice with a compatible mentor. Termination forms are used to secure written evaluations from the mentor, the apprentice, the parents, and the staff. Thus, the procedures used for intake, placement, and termination constitute a key structural feature of the organization and provide a good test of the realization of educational goals. (Author/LD)

ED 182 944 EC 123 213

**Fiscal Year 1980: Annual Program Plan Amendment for Part B Public Law 94-142 and Public Law 89-313.**

Oregon State Dept. of Education, Salem.
Pub Date-79
Note-58p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Confidentiality, Due Process, Elementary Secondary Education, Equal Education, *Handicapped Children, State Legislation, *State Programs, *State Standards
Identifiers-Education for All Handicapped Children Act, *Oregon, Rehabilitation Act 1973

The Annual Program Plan for Fiscal Year 1980 presents descriptions of Oregon's efforts to serve handicapped children under Part B P.L. 94-142 (the Education for All Handicapped Children Act) and P.L. 89-313. Addressed are procedures in the following areas: public notice and opportunity for comment, policy on priorities, procedural safeguards, comprehensive system of personnel development, procedures for implementing the state plan, and confidentiality of personally identifiable information. Three appendixes are included: sample newspaper notices for public review and comment, comments and responses regarding the state plan, and Oregon's special education law (Senate Bill 434) approved July, 1979. (CL)

ED 182 966 FL 008 969

**Conductors and Cables: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 1.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.

Pub Date- 77

Note-13p.; Accompanying diagrams may not reproduce clearly

Language-English; French

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists

Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to conductors and cables. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 183 012 FL 010 971

*Lacey, Douglas N.*

**Individualized Instruction in Latin at the Ohio State University.**

Pub Date-Jun 79
Note-14p.; Paper presented at the conference of the Association of Departments of Foreign Languages (Columbus, OH, June 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Language Programs, Higher Education, *Independent Study, *Language Instruction, *Latin, Needs Assessment, Program Administration, *Program Development, *Program Evaluation

The establishment of an individualized language program is seen as embracing four major considerations. A needs assessment will deal with the problem areas of negative attitudes and high attrition rates, inadequate operating budgets, and the tendency toward diminished effectiveness of foreign language instruction in general. Options for program development are to be considered, including: (1) relationships between the individualized program and co-existing classroom programs, (2) flexibility for the student to transfer from one mode of instruction to another, (3) choice of specific skills and levels to be covered by the individualized program, (4) establishment of policy regarding variable pacing and variable credit, and (5) the setting of minimum achievement goals in a program of competency-based instruction. Program implementation involves material selection and the establishment of schedules and administrative procedures. Finally, program assessment by means of formative and summative evaluations should determine the fate of the program after prescribing recommendations to improve program effectiveness. The Individualized Latin program at the Ohio State University offers a case history. The steps in developing, implementing, and evaluating this program are outlined. Modifications of the program that resulted from the evaluation are described. These changes were extensive enough to require a year's suspension of the program. (JB)

*Hartley, Nancy K. And Others*

**Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Electricity.**

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-41p.; For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, *Electricity, Guidelines, Learning Characteristics, *Learning Difficulties, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, *Student Ability, Student Characteristics, *Student Needs, Student Testing, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in electricity is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 182 465 CE 023 961

*Gottfredson, Linda S.*

**How Valid Are Occupational Reinforcer Pattern Scores?**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-292
Pub Date-Jan 80
Grant-NIE-G-78-0210
Note-61p.; Not available in paper copy due to thin type
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Job Satisfaction, Occupational Information, Scoring, *Test Validity, *Vocational Adjustment
Identifiers-Minnesota Job Description Questionnaire, *Occupational Reinforcer Pattern Profiles, Profiles

A study examined the validity of using the Minnesota Job Description Questionnaire to measure occupational reinforcer patterns (ORPs). Although ORP profiles (twenty-one adjusted scales) were developed a decade ago to operationalize a key variable in the Theory of Work Adjustment (Lofquist and Davis, 1969), little validity evidence exists. An examination of the process by which adjusted ORP scores are created from the ipsative unadjusted scores suggested several threats to validity. In addition, correlations of the ORP scales with Census Bureau and Department of Labor Data on pay, education, occupational self-direction, and seventeen worker trait requirements show that (1) among the seven adjusted ORP scales for which there was good validation criteria, five were of questionable validity, (2) among the remaining fourteen adjusted reinforcers, several do not correlate in intelligible ways with the job characteristics data, and (3) the adjusted scores are no more valid than are the unadjusted scores. Discriminant analyses showed that the two sets of scales discriminate equally well among occupations, but different reinforcers are most important for separating the groups. The conclusion from the discriminant analyses is that whereas the unadjusted scales provide limited but useful information, the adjusted scores provide no new information and may be less interpretable than the unadjusted scores. Some specific recommended uses of the ORP scores should be examined. (Possible explanations for the failure of the scaling method to produce valid absolute ORP scores are discussed.) (Author/PV)

ED 182 522                                                    CE 024 081

*Taylor, Michael*

**Topographic Map and Compass Use. A Teaching Packet to Supplement the Student Manual.**

Cornell Univ., Ithaca, N.Y.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Note-21p.; For a related document see CE 024 047

Available from-Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.50)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cartography, Evaluation Methods, Geographic Location, Geography, Learning Activities, Locational Skills (Social Studies), *Maps, *Map Skills, Teaching Guides, Tests, Travel

Identifiers-*Compass Reading

This teacher's manual is designed to supplement the student manual for a unit of study on topographic map and compass use. The beginning section of the manual discusses (1) teaching strategy and evaluation, (2) teaching time and facilities, (3) materials and equipment required, (4) suggested field experience, (5) setting up a compass competition, and (6) setting up an orienteering race. The bulk of the manual is made up of eight student exercise sheets (with answers), which are also found in the student manual. The exercises cover the following topics: identifying topographic map symbols, determining distances, reading a topographic map, determining topographic profiles, naming topographic features, naming directions, avoiding obstacles, and taking bearings on a topographic map. The last part of the manual provides a final exam for the unit. A topographic map symbol sheet and three overhead masters are appended. (LRA)

ED 182 559 CE 024 243

*Humburg, Renae Bygel*

**Occupational Sex-Role Stereotyping. Effects of a Ninth-Grade Experience-Based Career Education Program on Occupational Sex-Role Stereotyping.**

Pub Date-9 Feb 80

Note-13p.; Paper presented at the National Experience-Based Career Education Conference (St. Louis, MO, February 9, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Career Education, Career Exploration, Comparative Analysis, Experiential Learning, Females, Grade 9, Males, *Sex Role, *Sex Stereotypes

Identifiers-*Experience Based Career Education

A study was conducted to determine the effects of a ninth-grade experience-based career education (EBCE) program upon occupational sex role stereotyping. Twenty-four volunteers were assigned to the EBCE group and twenty-four assigned to the control group. The career education group met four class periods per week and one full day per week for community resource site exploration. Students explored both traditional and nontraditional occupations for men and women in the community. Positive effect was defined in terms of lower absolute values assigned to occupational sex-role stereotyping scores on an occupational role identification inventory. Findings indicated a significant difference between the EBCE group and the control group on occupational sex role stereotyping measures of the occupational role identification inventory. The EBCE group was significantly less sex stereotyped in their view of the occupational world than was the control group. (LRA)

ED 182 582 CE 024 267

*Espy, John; Selleck, Ben*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-7, Acceptance Inspection.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-40p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Standards, Teaching Guides, *Technical Education, *Welding

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This seventh in a series of ten modules for a course titled Welding Inspection describes how to determine what inspection is required for a given weld, when the inspection should be performed, and what acceptance standards apply. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 674 CG 014 216

*Stewart, Ellen A.*

**Establishing Community-Based Employment Programs. Module 40.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-63p.

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Community Information Services, Employment Counselors, Employment Opportunities, *Employment Services, Labor Market, *Occupational Information, *Personnel Needs, *Referral, Social Workers, *Vocational Counseling

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for vocational or employment counselors, community or social workers, and paraprofessionals who wish to establish a job information and referral service center based within a given community. The goal of this module is to help participants: (1) identify the target population and its employment needs; (2) determine the personnel needs of the referral center; (3) survey business and industry to find employment opportunities; and (4) establish an efficient system of job information and client referral. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 696 CS 005 249

*Moe, Alden J. And Others*

**The Literacy Requirements of a Secretary on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-59p.; For related documents see CS 005 141-142 and CS 005 247-254

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Clerical Workers, Communication Skills, *Job Skills, *Literacy, Reading Skills, *Secretaries, Teaching Methods, Vocabulary

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about secretaries. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that secretaries need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 717 CS 005 276

*Talmage, Harriet Rasher, Sue Pinzur*

**Classroom Learning Environments and Achievement in a Continuous Progress Curriculum.**

Spons Agency-Illinois Univ., Chicago. Chicago Circle Campus.
Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Affective Behavior, Basic Skills, *Classroom Environment, *Continuous Progress Plan, Educational Objectives, *Educational Research, Elementary Education, Management by Objectives, *Mathematics Instruction, *Program Evaluation, *Reading Achievement, Reading Programs, Reading Research, Urban Education

A cohort group of nine-year-olds in nine inner-city schools were studied over a three-year period to determine the extent of reading achievement under a continuous progress reading and mathematics curriculum instituted in a large urban school system. Changes in students' perceptions of their learning environment, such as reduced competitiveness, decreased higher thought process activities, lower perceived difficulty, and decreased satisfaction were observed. These uqanticipated outcomes suggest that curriculum decision makers should examine achievement gains in a new light. Whether the anticipated achievement outcomes in a continuous progress curriculum based on specific reading and mathematics skills are attained at the expense of other important aspects of learning should be considered. (Author/MKM)

ED 182 761 CS 205 413

*Mendelsohn, Eve And Others*

**The Spontaneous Production of Analogies by Grade School Children. Technical Report No. 13.**

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Jan 80

Grant-NIE-G-78-0031; NSF-BNS-77-13099

Grant-NIE-G-78-0031; NSF-BNS-77-13099

Note-27p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Abstract Reasoning, *Association (Psychological), Behavioral Science Research, *Child Development, *Cognitive Development, Concept Formation, *Developmental Stages, *Divergent Thinking, Elementary Education, Elementary School Students

Identifiers-*Analogies

A study charting the development of grade school children's analogic reasoning used 26 second, fourth, fifth, and sixth grade students from lower middle class and higher middle class schools. The children were asked to explain concrete, interactive, and abstract concepts to an imaginary creature (a puppet). For half the items, an initial period of spontaneous discussion was followed by questions that directed the children to make comparisons. Responses were examined for the number of analogies used, the degree of tension captured in the comparison, and the children's tendencies to explicate their comparisons. The results documented an increase with age in the number of analogies produced, the amount of tension present in the comparison, and the children's tendencies to explain their associations. A period of literalness and conventionality during the middle years of grade school was suggested by a drop in the creativity of spontaneous analogies by fourth grade students. These children showed more benefits from direct questioning than the older and younger subjects, who performed better in "freer" situations. Analysis of item types showed that concepts which presented a moderate but not insuperable challenge were most likely to encourage the production of analogies. (Author/RL)

ED 182 990 FL 010 858

*Frantz, Donald G.*

**Grammatical Relations in Universal Grammar. Work Papers Volume 23.**

Summer Inst. of Linguistics, Huntington Beach, Calif.

Pub Date-79

Note-83p.

Available from-Summer Institute of Linguistics, Bookroom - Internatinal Linguistics Center, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 ($3.00)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Grammar, *Language Research, Language Typology, *Language Universals, *Linguistic Patterns, *Linguistic Theory, Morphology (Languages), *Nominals, Sentence Structure, Syntax

Identifiers-*Relational Grammar

Relational Grammar, which has evolved from transformational grammar, relies on a universal grammar'' approach. By closely studying this approach, linguists will be able to uqderstand Relational Grammar (RG) well enough to be able to participate in its further development. The basic assumptions of RG are that subject-of,'' direct object-of'' and indirect object-of'' are universal grammatical relations based on straightforward semantic notions such as agency, recipiency, and affect. How these universal grammatical relations are manifested in various languages is illustrated by the examples of noun phrase marking, verb marking, linear precedence, advancements, replacements, relative clauses and other syntactic devices. In the appendices, the RG laws and tendencies, syntactic tests for grammatical relations, and marking devices are summarized. Direction for further study is provided by the attached bibliography and footnote references. (PMJ)

*Cunningham, Larry And Others*
**Brake Fundamentals. Automotive Articulation Project.**
Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development.
Pub Date-10 Oct 79
Note-386p.; Information in diagrams may not reproduce well due to small type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC16 Plus Postage.**
Descriptors-*Auto Mechanics (Occupation), Course Content, Curriculum Development, Curriculum Guides, Instruction, Instructional Materials, Learning Modules, *Mechanics (Process), *Motor Vehicles, Performance Based Education, Postsecondary Education, Secondary Education, Teaching Guides, *Vocational Education

Designed for secondary and postsecondary auto mechanics programs, this curriculum guide contains learning exercises in seven areas: (1) brake fundamentals; (2) brake lines, fluid, and hoses; (3) drum brakes; (4) disc brake system and service; (5) master cylinder, power boost, and control valves; (6) parking brakes; and (7) trouble shooting. Each exercise follows a typical format that includes the following sections: objective, explanation, materials needed, tools needed, introduction, information sheets, worksheets, and test. (A description of the project which produced the guide is provided at the beginning of the document.) (LRA)

ED 182 503 CE 024 042

**Educational Equity: The Continuing Challenge. Fourth Annual Report, 1978.**

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date-79
Note-38p.; Parts of this document may not reproduce well due to thin type
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Access to Education, Advisory Committees, Annual Reports, *Equal Education, Federal Legislation, Federal Programs, Females, *Nondiscriminatory Education, *Sex Discrimination, *Womens Education
Identifiers-Title IX Education Amendments 1972, Women's Educational Equity Act

This fourth annual report on Women's Educational Equity Act (WEEA) programs highlights the major areas addressed by the National Advisory Couqcil on Women's Educational Programs in 1978. The report begins with an introductory summary of the Council's work since 1975 followed by brief discussions reporting the 1978 revisions in WEEA and the implementation of Title IX. The next three sections cover council activities in the areas of vocational education, neglected women, and project site visits. The report concludes with a description of other council activities, such as Education Division monitoring, outreach, and projects in process. The appendix contains the WEEA (P.L. 95-561), a description of the Council's committee structure and membership, a summary of the meetings held by the Council and its committees, and a list of Council publications. (EM)

ED 182 541 CE 024 130

*Brown, Herman D.*

**An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Aug 78

Note-91p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Agricultural Education, *Curriculum Development, Curriculum Guides, Curriculum Planning, Secondary Education, State Surveys, *Vocational Agriculture

Identifiers-*Texas

The major purpose of this study was to revise the basic production agriculture curriculum guide used by vocational agrculture teachers in Texas. A twenty-five member advisory committee for curriculum revision conducted the following activities: (1) obtained thirty-one curriculum guides for a technical agriculture program, (2) surveyed vocational teachers in Texas to determine their conceptions of the weaknesses and strengths of the basic curriculum guide, and (3) obtained instructional materials from textbook publishing companies and curriculum materials centers. Based on these activities, recommended changes for the curriculum guide were developed, and teachers were surveyed to determine their opinion of the sixty-two changes. A revised curriculum guide for teaching vocational agriculture in Texas was developed that incorporated the fields of animal science, plant science, soil science, agricultural mechanics, agricultural management, supervised experience programs, leadership development, opportunities in agriculture, and environmental protection and energy conservation. (The Basic Curriculum Guide for Production Agriculture in Texas, as revised, is appended.) (LRA)

ED 182 604 CE 024 289

*Pritchard, Jim Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-5, Nonconforming Materials.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-31p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nonconforming Materials, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fifth in a series of eight modules for a course titled Quality Assurance Practices describes the essential elements of a nonconforming material control system, including purpose and application. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 652 CG 014 150

*Oster, Gerald D. And Others*
**Motivational Influences of Elderly Test Performance.**
Pub Date-Nov 79
Note-14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Analysis of Covariance, Analysis of Variance, *Confidence Testing, *Emotional Response, Feedback, Gerontology, Intelligence Quotient, Motivation, *Older Adults, *Problem Solving, Research Projects, *Self Evaluation
Identifiers-*Responses, *Wechsler Adult Intelligence Scale

An important reaction to individuals involved in problem solving is detecting the accuracy of their responses. Prior research has established that young adults are accurate in estimating correctness to responses on the Wechsler Adult Intelligence Scale (WAIS). These findings were extended to the elderly; also considered was whether ability-extraneous variables (e.g., fatigue) influence either accuracy in judging correctness, or IQ score. The WAIS was administered to 44 community dwelling elderly citizens in a counterbalanced manner to control for motivational influences. The examinees' IQs and estimations of correctness were measured. Materials included standard WAIS protocols and forms on which the examinees wrote a '' or -'' after each response to indicate feelings of correctness ( '') or incorrectness ( -''). Older examinees were highly accurate in their feelings of correctness. Analyses of variance and covariance indicated order of presentation significantly influenced accuracy in reporting correctness. While IQ score was not affected by order of presentation, mean Performance IQ score was significantly lower than mean Verbal IQ score. Findings suggest that future research focus on the emotional reactions to both internal and artificial feedback. (Author)

ED 182 785 CS 502 809

*Rudolph, Evan E.*

**A Comparison of Organizational Expectations and Speech Department Offerings.**

Spons Agency-Western Kentucky Univ., Bowling Green

Pub Date-Nov 79

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Educational Research, Higher Education, *Job Skills, *Job Training, *Personnel Needs, *Speech Communication, *Speech Curriculum, Surveys

A total of 26 organizations and 33 departments of speech commuqication responded to questionnaires in a pilot study conducted to discern what large organizations expected from speech majors and from communications majors and to determine whether speech communication departments were meeting those expectations with their course offerings. The responses provided specific organizational expectations and raised questions concerning the offerings of speech departments and the degree of knowledge organizations have about speech majors. (Author/FL)

ED 182 809 EA 012 383

Berghofer, Desmond E.

**The Future Its Challenge and Implications for Public Decision Making. Curriculum, Media & Instruction Occasional Paper No. 5.**

Alberta Univ., Edmonton. Faculty of Education.

Report NO.-CMI-OP-5

Pub Date-79

Note-17p.

Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($1.50)

Pub Type- Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Decision Making, *Educational Change, *Futures (of Society), Literature Reviews, Long Range Planning, *Theories

Identifiers-Alberta (Edmonton)

This paper discusses the future of education in relation to school trustees' responsibilities for public decision-making. Trustees should maximize local decision-making as the preferred alternative, the paper says, to try to avoid a depersonalized, highly bureaucratized, future society. Several authors' views of social and educational futures are cited. (Author/LD)

ED 182 859 EA 012 498

**Student Learning Styles. Diagnosing and Prescribing Programs.**
National Association of Secondary School Principals, Reston, Va.
Pub Date-79
Note-140p.; Figure 2 may be illegible
Available from-NASSP, 1904 Association Drive, Reston, VA 22091 ($5.00; orders totaling $10 or less must be accompanied by payment)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Cognitive Style, Interviews, Literature Reviews, Program Descriptions, *Program Development, Secondary Education, *Teaching Styles

According to this book, learning styles are cognitive, affective, and physiological behaviors that serve as indicators of how learners perceive, interact with, and respond to the learning environment. This volume describes the work currently underway in student learning style. It reports on the research base as well as the experience of secondary school practitioners working with learning style. Some of the topics discussed include learning/teaching styles, learning style and student needs, identifying individual learning styles, learning styles of the gifted, matching learning and teaching styles, and meeting the needs of individuals through their learning styles. (Author/LD)

ED 182 882　　　　　　　　　　　　　EC 122 901

*Broadhurst, Diane D.*

**The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect.**

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Aug 79

Contract-105-77-1050

Note-82p.

Available from-National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, DC 20013 (single copy free)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Child Abuse, Educational Programs, Etiology, Family Problems, *Identification, *Intervention, *Neglected Children, *Prevention, School Policy, Standards, Student Characteristics, *Teacher Role

The manual delineates the roles of the educator in child abuse and neglect identification, treatment, and prevention. Chapter I addresses the nature, extent, causes, and effects of child abuse and neglect. Chapter II explains why educators should be involved with discussion of legal and ethical issues relating to the problem. A third chapter points out indicators of physical abuse, neglect, sexual abuse, and emotional maltreatment. Federal, state, and local policies and procedures regarding the reporting of child abuse and neglect cases are outlined in Chapter IV. Chapter V describes what the schools can offer in terms of support for the child, the parent, and the family; and Chapter VI considers school based programs, school community programs, and individual action geared to prevention. Appended are standards applicable to the manual on the educator's role and an outline of a model child abuse and neglect policy for schools. (SBH)

ED 182 902 EC 123 069

*Thomas, M. Angele*

**The CEC Invisible College Conference on Education's Responsibility for Disruptive, Alienated, and Incarcerated Youth.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0119

Note-A Product of the ERIC Clearinghouse on Handicapped and Gifted Children, includes 6 tape cassettes

Available from-The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($65.00, $55.25 for members; Product No. 201)

Pub Type- Non-Print Media (100) - Collected Works - General (020) - Information Analyses - ERIC Information Analysis Products (071)

**Document Not Available from EDRS.**

Descriptors-Community Services, *Delinquents, Educational Alternatives, Educational Objectives, *Educational Responsibility, Elementary Secondary Education, *Emotionally Disturbed, Family Involvement, Rural Education, Sex Differences, *Socially Deviant Behavior, Special Education, Student Responsibility, Student Rights, Tape Recordings, Vocational Education

The six tape album contains 11 presentations given at the Conference on Education's Responsibility for Disruptive, Alienated, and Incarcerated Youth. Tapes provide the following material: an overview of the conference, including comments from participants and chairpersons; The Contemporary Situation Its Assessment'' (R. Sarri); From the Inside,'' on the damaging effects of incarceration (L. Dye); Education for Self Reliance'' (J. Johnson); Youth Rights and Responsibilities'' (M. Beyer); Male-Female Differential Approaches'' (V. Gold); Basic, Vocational, and Special Education'' (G. Meers); Secondary Special Education'' (D. Sabatino); School Based Community Treatment'' (E. Rothman); Alternative Education Programs'' (A. Benavides); Family Intervention'' (H. Clark); and Service Delivery in Rural Areas'' (F. Glassford). An accompanying brochure gives an overview of the conference and brief descriptions of each presentation, as well as a list of 10 study questions. (PHR)

ED 182 486 CE 024 008

*Scott, Paul Moye, Mike*

**The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. Curriculum Management Handbook for Vocational Administrators in Comprehensive High Schools, Post-Secondary Area Vocational-Technical Schools and Community College Vocational Programs.**

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--C651
Pub Date-28 Feb 79
Grant-G00701962

Note-187p.; Charts may not reproduce well due to small type; For related documents see CE 024 007 and CE 024 070
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Administrative Personnel, Administrator Guides, *Administrator Responsibility, Advisory Committees, Articulation (Program), *Curriculum, Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Delivery Systems, Individualized Instruction, *Management Systems, Material Development, Media Selection, Needs Assessment, Program Administration, Program Design, Program Development, School Districts, Systems Development, Task Analysis, Vocational Directors, *Vocational Education
Identifiers-*Curriculum Management

Developed to assist the building-level administrator in implementing a curriculum management system, this handbook considers two of five duties the vocational administrator must perform to meet the obligations of curriculum management: (1) performing curriculum management functions for the vocational program and (2) implementing and conducting an evaluation system for the vocational program. Following a task listing for each of the five duties, the handbook is divided into two sections that describe in detail the tasks and subtasks of duties 4 and 5. The section on the curriculum management duty discusses three major functions/tasks: program design and development; selection and organization of vocational education content, training, and materials; and coordination of human resources for curriculum and instructional purposes. Specific topics include basic beliefs upon which vocational curriculum is based, sample delivery systems, a planning format, strategies for implementation, a vocational education materials development model, articulation, individualized instruction, and classroom management. The section on evaluation is limited to curriculum planning and improvement. Four areas are discussed: collecting and analyzing workforce information, advisory committees and the curriculum, evaluating curriculum materials, and student and employer followup. Followup materials are included. Complete outlines of duties 4 and 5 and an Administrator's Bookshelf'' listing standard references are appended. (YLB)

ED 182 627 CG 014 115

*Blanchard, P. Nick And Others*

**Self Assessments vs. Objective Tests: A Question of Incremental Validities.**

Pub Date-79

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Accouqtants, Comparative Analysis, *Objective Tests, Performance Factors, *Rating Scales, *Self Evaluation, *Standardized Tests, Supervisors, *Task Performance, Testing Problems, *Test Validity

An investigation of the relative validity of self-assessments versus standardized tests indicated that both self-assessments and objectively tested abilities were significantly related to supervisory ratings of overall job performance. While these correlations were not significantly different, further analysis revealed that objectively tested abilities accounted for a significant increment in prediction of overall job performance, beyond that accounted for by self-assessments. Self-assessments, however, accounted for almost no additional variance in the criterion beyond that accounted for by tested abilities. (Author)

ED 182 835 EA 012 467

*Young, Stuart Richmond, Jim*

**Energy Conservation: What Schools Can Do Now. OSSC Bulletin Vol. 23, No. 7.**

Oregon School Study Council, Eugene.

Pub Date-Mar 80

Note-67p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($2.00: $1.50 if prepaid; 10% discount for 10 or more copies)

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055) - Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrator Guides, *Building Improvement, Check Lists, Cost Effectiveness, Elementary Secondary Education, *Energy, *Energy Conservation, *Federal Aid, Federal Regulation, Glossaries, *Management, Program Administration, Records (Forms), School Districts, Student Participation, Thermal Environment

Identifiers-*Energy Audits

Information supplied in this bulletin stems from a review of the process the Creswell (Oregon) School District used in adopting its own energy conservation measures and in successfully applying for a construction grant for energy-efficient buildings. A number of questions that school districts may have in attempting to establish energy conservation programs are answered. Discussed are ways of finding out what assistance is available from state and federal government agencies, how a district can become eligible for National Energy Conservation funds, steps for initiating a districtwide energy conservation program, and what is involved in a preliminary energy audit. Basic tools of financial analysis used in the economic evaluation of energy conservation measures are explained. The appendix includes a glossary of terms commonly encountered in reading energy materials. Other topics discussed are inservice training materials and the role of a district energy coordinator as part of the school district's staff. The bulletin also details the incorporation of energy conservation material into a school curriculum. (Author/MLF)

ED 182 924 EC 123 140

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 5.0: Evaluating/Support Systems. Competencies 5.1 through 5.4.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-Sep 73

Grant-OEG-0-71-3675(603)

Note-422p.; Special Education Curriculum Training Center Special Project; Print is marginal in parts; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Objectives, *Classroom Environment, Consultants, Curriculum, Evaluation Criteria, *Gifted, *Handicapped Children, *Inservice Programs, Instructional Materials, *Needs Assessment, *Performance Based Teacher Education, Special Education, *Special Services, Teaching Guides

Part 5 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of support systems. Four competencies are considered: (1) that a curriculum consultant should be capable of assessing educational settings to determine needs which may warrant remediation through one or more of the existing support services; (2) that a curriculum consultant should be capable of identifying, describing, and gaining access to the various support systems available to school administrators; (3) that a curriculum consultant should be capable of utilizing the criteria relevant to the evaluation of support services available to special education; and (4) that a curriculum consultant should be capable of evaluating inservice training programs. Among materials included in the manual are lists of behavioral objectives, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the four competencies. (PHR)

*Somerton-Fair, Ellen Turner, Keith D.*

**Pennsylvania Training Model: Individual Assessment Guide. Revised Edition.**

Berks County Intermediate Unit 14, Leesport, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.--451AH50522
Pub Date-May 79
Note-196p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Cognitive Development, Communication Skills, Custodial Mentally Handicapped, Daily Living Skills, Diagnostic Teaching, *Educational Objectives, Elementary Secondary Education, Individualized Instruction, Individualized Programs, Motor Development, Multiply Handicapped, Program Planning, Sensory Experience, *Severely Handicapped, *Student Evaluation

The guide provides information on four sequences in the instruction of severely and profoundly handicapped students. The Curriculum Assessment Guide produces an overview of the student's skill development in input modes (tactile, auditory, and visual development); output modes (gross motor and fine motor); activities of daily living (feeding/drinking, toileting, dressing, washing, nasal hygiene, and oral hygiene); and higher order skills (communication, cognition, and socialization). Second, each of the major curriculum areas associated with identified needs is diagramed in developmental taxonomies. The next section details individual prescriptive planning approaches. Continuous data charts for ongoing assessment of the child's progress are described in the fourth section. Appended material includes a discussion of a study to delineate how a severely/profoundly handicapped student's progress approximates a normal developmental model. An annotated bibliography lists approximately 100 references on eight topics, including assessment systems, program development, motor development, self care skills, parent training, and communication development. (CL)

ED 182 967 FL 008 970

**Hydraulic Turbines: The Francis Turbine. Technical Terminology Bulletin. Terminotech, Vol. 2, No. 2.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.

Pub Date- 77

Note-11p.; Accompanying diagrams may not reproduce clearly

Language-English; French

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists

Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to the Francis turbine. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. An explanatory illustration is appended. (JB)

ED 183 013 FL 010 984

*Hutchinson, Tom And Others*

**An English Language Curriculum for Technical Students. Practical Papers in English Education, Volume 2.**

Lancaster Univ. (England). Inst. for English Lanugage Education.

Pub Date-Jun 79

Note-27p.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Communicative Competence (Languages), *Curriculum Design, *Curriculum Development, *English (Second Language), *English for Special Purposes, Language Instruction, *Media Selection, Modern Language Curriculum, Postsecondary Education, Relevance (Education), Second Language Learning, Technical Education

This curriculum for technical students aims at linking the identity of the learner, his initial linguistic and technical competence, and his expectations with the competence expected of him on entering the technical college. The materials of the curriculum make use of a wide variety of information and data sources such as school-level science texts, consumer information, do-it-yourself manuals, government and public service publications, and commercial brochures. In each of the fourteen units, the students must actually solve technical problems using English, rather than answer questions about the use of English. As a unit progresses, the activities become more complex; students must re-apply and extend the knowledge and ability learned in previous sections. The course and materials are designed to develop the learner's capacity for communication in a technical context. Student evaluation is carried on by the students themselves through the activities undertaken. Summative teacher evaluations are written at the end of course. (PMJ)

ED 182 523 CE 024 083

**Assessment of Vocational and Technical Education Needs in South Carolina.**

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Aug 78

Note-669p.; Not available in paper copy due to colored ink on colored paper

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Attitudes, *Needs Assessment, Postsecondary Education, Program Development, Program Effectiveness, *Program Improvement, *Program Planning, Secondary Education, State Surveys, Systems Analysis, *Vocational Education

Identifiers-*South Carolina, United States

This report of an assessment of vocational and technical education needs in South Carolina is divided into seven sections. The introductory section briefly describes the assessment model used in the study. Section 2, National Overview, provides background information of national significance. It includes an analysis of studies conducted to determine the future of vocational education, an analysis of current issues in vocational education, an examination of federal legislation impacting vocational education, and reviews nine Gallup Polls on education. The national overview concludes with a section which presents statistical data relating to vocational education in the United States. Section 3 describes the context in which vocational education functions in South Carolina. More specifically, this section describes the state's general and school population, the organization and governance of vocational education, the employment outlook, and state legislation affecting vocational education. The fourth section provides a system overview that describes input variables, process variables, and output variables. The fifth section reports the findings and recommendations resulting from a survey of vocational needs in South Carolina. Section 6 presents a synthesis of the data relating to areas such as public attitude, advisory committees, program relevance, program effectiveness, and professional development and teacher education. The assessment survey instruments are appended. (LRA)

ED 182 560 CE 024 245

*Espy, T. John And Others*

**Development and Testing of a Nuclear Quality Assurance/Quality Control Technician Curriculum. Final Report.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-167p.; For related documents see CE 024 246-298
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Curriculum Development, *Curriculum Evaluation, Curriculum Research, Energy, *Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control
Identifiers-Instructional Development, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

A project was conducted to field test selected first- and second-year courses in a postsecondary nuclear quality assurance/quality control (QA/QC) technician curriculum and to develop the teaching/learning modules for seven technical specialty courses remaining in the QA/QC technician curriculum. The field testing phase of the project involved the collection of (1) achievement data from the students (trainees), (2) academic and prior experience data from the students, and (3) curriculum evaluative data from the students and instructors. Seven modules were revised based on field testing data gathered at six test sites. In addition, the following seven specialty courses were developed for use in the second year of the nuclear QA/QC technician curriculum: nondestructive examination techniques I, metrology, welding inspection, civil/structural inspection, mechanical inspection, quality assurance practices, and nondestructive examination techniques II. A total of fifty-three modules were developed for the seven specialty courses. (Appended material includes the revised field test plan, the final revised field test plan, a listing of field test sites, statistical data on the pretest and posttest used for field testing, and a list of the course modules and objectives.) (LRA)

ED 182 675 CG 014 217

*Leibowitz, Zandy Schlossberg, Nancy*

**Designing Career Development Programs for Business and Industry. Module 41.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-189p.

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Adult Couqseling, *Business, *Career Development, Counselors, Industry, *Needs Assessment, *Planning, Program Effectiveness, *Program Evaluation, Vocational Counseling

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for helping professionals who have the responsibility of providing career development services to adults employed in business and industrial settings. The goal of this module is to help participants: (1) apply concepts of adult career development to client problems; (2) gain skills in organizational needs assessment; (3) plan a career development program; and (4) design a program evaluation plan. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 718 CS 005 277

*Graves, Michael F. Hammond, Heidi K.*

**A Validated Procedure for Teaching Prefixes and Its Effect on Students' Ability to Assign Meaning to Novel Words.**

Pub Date-79
Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Reading Instruction, *Reading Research, Secondary Education, *Vocabulary Development, *Vocabulary Skills, *Word Study Skills
Identifiers-*Prefixes

A study of 180 seventh grade students was conducted to discover the relative value of teaching vocabulary by teaching whole words contrasted with teaching prefixes. Two experimental groups and a control group were formed of equal numbers of high, middle, and low ability students based on their scores on the Nelson Reading Test. One experimental group was taught prefixes, whole words, and their meanings. The other experimental group was taught only whole words and their meanings. The control group did free reading during the instruction time of the experimental groups. Each group was given a pretest, a posttest, and a delayed posttest. Both experimental groups did better on the posttest and the delayed posttest than did the control group. The prefix treatment, which took no longer to administer than the whole word treatment, resulted in students learning more prefixes and in their being able to use their knowledge of the prefixes to unlock the meaning of novel words. (TJ)

ED 182 740 CS 005 309

*Eanet, Marilyn G. Meeks, Jane Warren*

**Internal Reading Flexibility A Fact or an Artifact of Measurement?**

Pub Date-79
Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Content Reading, High Achievers, Higher Education, *Reading Rate, *Reading Research, *Speed Reading, *Study Skills
Identifiers-*Reading Flexibility

A study was devised to determine whether internal reading flexibility would be manifested by individual proficient readers, operating in the rauding'' mode (typical reading manner), and observed in a natural setting reading passages from textbook materials. Reading times were examined using both number of standard words and number of propositions read per minute. Three adult proficient readers were participants in the study. Results contradicted R. P. Carver's conclusions that under typical reading conditions, reading rate is relatively constant, varying only around 10 to 20%. When rate was determined using standard words for individual readers in this study, internal flexibility ranged from 17 to 69%, with the average degree of flexibility for all subjects 23% on a history passage and 55% on a science passage. (MKM)

ED 182 991 FL 010 877

*Flaherty, Etienne*

**Rate-Controlled Speech in Foreign Language Education. CAL-ERIC/CLL Series on Languages and Linguistics, Number 61.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Contract-400-77-0049
Note-8p.
Pub Type- Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Processes, Complexity Level, *Language Instruction, *Language Processing, Language Research, *Listening Comprehension, Research, *Second Language Learning, *Speech Communication, Student Testing, Teaching Methods
Identifiers-*Rate Controlled Speech

Controlling the rate of oral delivery in the second language classroom has been demonstrated as beneficial to the learner, whose information-processing capacity is an important factor in listening comprehension. Rate of information delivery can be controlled by limiting the actual rate of words per unit of time, or by maintaining content difficulty within certain boundaries. Time-altered recordings have been used with success at both the secondary and university levels. Rate of delivery has also been demonstrated to be a useful tool for testing language proficiency. The manipulation of rate-controlled speech is a promising research technique as well. For example, such manipulation could facilitate studies of the kinds of information lost by student listeners and the probable causes of such loss. (JB)

ED 182 504 CE 024 043

**Training Materials Sourcebook. Welding, Brazing, and Flame-Cutting. Voc./Tec. Resources Series Number 2.**

Canadian Commission of Employment and Immigration, Ottawa (Ontario).
Pub Date- 78
Note-368p.; For a related document see ED 147 480
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Annotated Bibliographies, *Audiovisual Aids, *Career Opportunities, Courses, Curriculum, *Instructional Materials, *Metal Working Occupations, Occupational Information, *Resource Materials, Skilled Occupations, Trade and Industrial Education, Welders, *Welding
Identifiers-Brazing, Flame Cutting, Soldering

Second in a resource series (see note), this annotated bibliography provides detailed information on training curriculum and instructional materials for welding, brazing, and flame-cutting. The materials are divided into thirty-fie sections by topic and type. Specific topic areas include gas and arc welding; arc welding; oxyacetylene welding and cutting; specialized welding; advanced welding; pipe welding; tools and equipment; soldering; safety; metallurgy; mathematics, blueprint reading, and design; miscellaneous; careers; and publishers' addresses. Topical materials may be further categorized into one or all of the following: print materials, which include general textbooks, instructors' manuals, and student workbooks; non-print materials, which include films, records, slide sets, and transparencies; and packaged courses with materials for a complete course. The careers sections list materials and provide information on welding, brazing, and flame-cutting occupations. Each entry includes some or all of the following: title, source/publisher, number of pages, author(s), date, material(s) included, price, and annotations. A back page includes a list of publications available or being printed. (YLB)

ED 182 583 CE 024 268

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-8, Filler Metal Control.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-36p.; Small type in charts will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Standards, Teaching Guides, *Technical Education, *Welding

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Weld Filler Materials

This eighth in a series of ten modules for a course titled Welding Inspection describes controls necessary to place the proper electrode or rod at each welding station. More specifically, the module describes use of the American Welding Society specifications, control of weld filler material after receipt from the supplier, and methods of ensuring proper application of the filler material. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 697 CS 005 250

*Moe, Alden J. And Others*

## **The Literacy Requirements of a Draftsman on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-66p.; For related documents see CS 005 141-142 and CS 005 247-254
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Draftsmen, *Job Skills, *Literacy, Reading Skills, Teaching Methods, Trade and Industrial Education, Vocabulary
Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about draftsmen. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that draftsmen need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 762 CS 205 423

*Keech, Catharine*

**How to Use the Method of Adjusted Averages.**

Pub Date- 79

Note-17p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Educational Assessment, *Statistical Analysis, *Student Evaluation, *Writing Skills

Identifiers-*Bay Area Writing Project

The method of adjusted averages is presented in this paper as an easily applied statistical procedure useful in comparing average scores of two or three groups after an instructional period. Step-by-step preparations for using the method are described, including gathering scores from pre- and postinstruction measures of ability, dividing scores into strata, charting the strata, figuring averages, and using scores from an imaginary population to predict mean scores. Instructions for calculating the adjusted averages of the ninth grade classes of two sample schools are presented in detail, along with information on how to interpret the results. Other applications of the procedure that would be useful to teachers and evaluators are suggested. (AEA)

ED 182 786 CS 502 810

*Crawford, John E. Cossitt, William B.*

**Effective Decision Making within the Organization: A Comparison of Regular, NGT, and Delphi Group Processes.**

Pub Date-Feb 80

Note-40p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Comparative Analysis, *Decision Making, Evaluation Methods, *Group Activities, Group Dynamics, Group Relations, *Interaction Process Analysis, *Interpersonal Relationship, *Organizational Communication, *Problem Solving

Identifiers-Communication Research, *Delphi Technique

Three group processes regular face-to-face interacting groups, the nominal group technique (NGT), and Delphi procedures were compared in terms of their ability to facilitate the quantitative and qualitative productivity of a decision making group. The results unequivocally supported the superiority of the Delphi procedures. Findings also tended to lend support to a general linear assumption linking face-to-face communication paradigms with increases in interpersonal inhibitions and concomitant decreases in creative problem-solution behavior. (Author/RL)

ED 182 810 EA 012 384

*Krawchenko, Kim And Others*

**Curriculum in Alberta: A Study of Perceptions. Curriculum, Media & Instruction Occasional Paper No. 7.**

Alberta Univ., Edmonton. Faculty of Education.

Report NO.-CMI-OP-7

Pub Date-79

Note-32p.

Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($1.50)

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Administrator Attitudes, *Curriculum Development, Elementary Secondary Education, Interviews, *Teacher Attitudes

Identifiers-*Alberta (Edmonton), *Edmonton Public Schools (Canada)

This document focuses on curriculum development in Alberta as perceived by the people who are most directly responsible for curricular tasks teachers and administrators. A total of 27 individuals were interviewed about their perceptions of a three-year plan for development and implementation of curricula in the Edmonton Public Schools. Discussed were the subjective and political factors influencing curriculum development, such as teacher involvement and professional development needs. The paper concludes that the subjective comments that surfaced are often seen as factors to be controlled by evaluation and accountability procedures or to be circumvented with teacher-proof curricula. It recommends that a radical reinterpretation of curricula would place the subjective factors at the center where a development model could evolve. (Author/LD)

ED 182 860 EA 012 500

*Witkin, Belle Ruth And Others*

**LINC (Local Interagency Needs Assessment Capabilities) July 1, 1977 - September 30, 1978. Final Project Report.**

Alameda County Office of Education, Hayward, Calif.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Jun 79

Note-47p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*City Government, *Cooperative Planning, Educational Needs, Human Services, *Interagency Cooperation, Needs Assessment, Planning Meetings, Problems, *School Districts

Identifiers-California (Emeryville)

The Local Interagency Needs Assessment Capabilities Program (LINC) was a partnership project to develop and demonstrate a model for interagency cooperation between city government and school districts, specifically in conducting needs assessments and increasing local capabilities for planning to meet human services and educational needs. It operated from July, 1977, through September, 1978, in Emeryville, California. Four agencies participated: the city of Emeryville; Emery Unified School District; Alameda County Training and Employment Board/Associated Community Action Program; and Alameda County Office of Education. Both process and product evaluation were used. A number of problems hampered the project, including reorganization of the city government, turnover in project managers, moving of the project office three times, failure of the superintendent to attend meetings, loss of the high school's accreditation, and illness of the high school principal. Nevertheless, at least eight accomplishments of the program were recognized, including two joint planning sessions of the city council and the school board, a needs assessment survey of the community, joint construction of a minipark, a human services resource directory, and a telephone information and referral service. (Author/JM)

ED 182 605 CE 024 290

*Pritchard, Jim Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-6, Certification and Qualification of Quality Control Inspectors.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-27p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Certification, Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, *Standards, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This sixth in a series of eight modules for a course titled Quality Assurance Practices describes the program for qualification of personnel assigned to inspection and test activities. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 628 CG 014 117

Foa, Uriel G. And Others

**Nonverbal Communication: Toward Syntax, by Way of Semantics.**

Pub Date- 79

Note-35p.; Paper copy not available due to marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Adults, *Behavior Patterns, *Commuqication Problems, *Cues, Interaction Process Analysis, Interpersonal Relationship, *Nonverbal Commuqication, *Semantics, State of the Art Reviews, *Syntax

The search for syntactical rules which govern nonverbal communication and cues in humans has often been considered a problem separate from determining semantic rules. Departing from such a traditional approach was accomplished by employing the meaning of various nonverbal channels to study their interrelationship. It was proposed that the functions which relate behavior to meaning are ondulatory and are characterized by a different number of bending points. Examining this model with reference to other theoretical approaches conciliated ambiguity with richness of meaning, structural with external variable research, and syntax with semantics. (Author)

ED 182 883 EC 122 902

*Bryan, Tanis And Others*

**Let's Go, Cabbagehead: Syntactic and Pragmatics of Learning Disabled Children's Communications.**

Illinois Univ., Chicago. Coll. of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Sep 79

Contract-300-77-0493

Note-14p.; Paper presented at the Annual Conference of the American Psychological Association (New York, NY, September, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Communication (Thought Transfer), Elementary Education, Exceptional Child Research, Learning Characteristics, *Learning Disabilities, *Listening Skills, Pragmatics, Syntax

The study assessed responses of elementary grade learning disabled children to ambiguous information from a speaker. It was hypothesized that Ss would be passive listeners, and that they would fuqction less effectively in a situation in which speaker inadequacy necessitated active listener responses. Results supported the hypothesis that learning disabled children would differ from nondisabled children in requesting clarification from a speaker when the speaker's message was inadequate. Learning disabled Ss were less likely to ask for feedback when given uninformative or partially informative information. Findings led to conclusions such as the following: learning disabled children are not good listeners; learning disabled children may not recognize that adults may give uninformative information; and learning disabled children may be less experienced in asking questions. (SBH)

ED 182 968 FL 008 971

**Hydraulic Turbines: The Pelton Turbine. Technical Terminology Bulletin. Terminotech, Vol. 2, No. 3.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.

Pub Date- 77

Note-13p.; Accompanying diagrams may not reproduce clearly

Language-English; French

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists

Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to the Pelton turbine. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 429 CE 023 570

*Albright, Jean And Others*

**Career Options for Teenage Parents Learning Units. A VEA Subpart 3 Project.**

Orange Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--30-66621-3-8-241

Pub Date-Jul 79

Note-367p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-Career Awareness, *Career Education, *Daily Living Skills, *Decision Making Skills, *Fused Curriculum, Job Search Methods, Job Skills, Learning Activities, Parenthood Education, Parent Role, *Parents, Pregnant Students, Secondary Education, Skill Development, Teaching Guides, *Teenagers

Designed to utilize an infusion technique, this guide to career options for teenage parents contains eleven learning units: (1) Values Assessment Related to Careers; (2) Decision Making for the Pregnant Teenager; (3) Skills Assessment for Employment Options; (4) Decision Making Applied to Careers; (5) Creating a Job Interview File; (6) Basic Spanish for Health Careers; (7) Budgets for Young Adults; (8) The Economic Relationship Between Jobs and Housing for the Young Adult; (9) Survival Skills I: Transportation, Budget, and Apartments; (10) Survival Skills II: Insurance, Child Care, and Home Security; and (11) Survival Skills III: Credit Use and Abuse. Each unit is divided into two basic sections. The first section, Guidelines for Use of Unit, provides a rationale, uqit objectives, suggestions for possible integration with related subjects and counseling activities, special teacher instructions, resources, and student performance objectives. The main body of each unit is laid out in columns. Reading from left to right the columns are concept, code numbers, instructional strategies/learning activities, resources/materials, and evaluation activities. Supplemental resources/materials (exhibits) are included at the end of each unit. (LRA)

ED 182 447 CE 023 760

*Gordon, Margaret S. Trow, Martin*

**Youth Education and Unemployment Problems. An International Perspective.**

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Spons Agency-Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Pub Date-79

Note-185p.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cultural Disadvantagement, *Developed Nations, *Job Market, *Labor Market, *Unemployment, *World Problems, *Youth Employment, Youth Opportunities

Identifiers-Belgium, Denmark, Great Britain, Japan, Mexico, Poland, South Asia, Sweden, United States, West Germany

Essays focusing on issues concerning youth education and unemployment problems are presented in this document. It is divided into three general areas. The first, Youth Unemployment in Western Industrial Couqtries, reviews general dimensions of the problem, the cyclical hypothesis, the demand hypothesis, the supply hypothesis, disaggregating American data, conclusions on causes, policies to combat youth unemployment, and educational policies. The second, Comparative National Experiences, focuses on youth education and unemployment problems in Great Britain, West Germany, Belgium, Sweden, Denmark, Poland, Japan, Mexico, and South Asia. And finally, an essay by Martin Trow, Reflections on Youth Problems and Policies in the U.S., emphasizes aspects of the youth unemployment problem that are relevant particularly to the U.S. He discusses the secondary labor market, the hidden economy, cultural unemployment, types of youth and policies for youth, and types of secondary labor market jobs. (CT)

ED 182 466 CE 023 971

*Thompson, Ronald L.*
**Wisconsin Bicycle Driver Training Course. Instructor's Handbook.**
Wisconsin Div. of Highway Safety, Madison.
Pub Date-Mar 79
Note-93p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Accident Prevention, Behavioral Objectives, *Bicycling, Curriculum Guides, *Driver Education, Equipment, Equipment Evaluation, *Equipment Maintenance, First Aid, Inspection, Instructional Materials, Objective Tests, Performance Tests, *Safety Education, Skill Development, Teaching Guides, Traffic Accidents, Traffic Regulations, *Traffic Safety, Vocational Education, Workbooks
Identifiers-*Bicycles, Wisconsin

Designed for use by trained and certified instructors of a voluntary bicycle driver training course, this handbook provides materials for eight one-hour sessions for beginners or experienced bicyclists. Part 1, Instructor's Guidelines, discusses course objectives, organization, and content; instruction methods; and audiovisual materials. Part 2 contains the course outline for the eight sessions: course orientation; rights and rules; bicycle types, selection, and equipment; operation skills; hazard identification and avoidance; maintenance; bikeways and first aid; and final examination. Each section includes material/text with instructor hints, behavioral objectives, homework assignments, references to optional films, and optional or required on-the-bicycle'' and on-the-road'' experience or skill tests. The final examination and answer sheet are provided. Appendixes, amounting to approximately one-half of the handbook, include the companion student workbook with all exercises and answers, extensive volunteer instructor guidelines, and a dictionary of cycling terms. Under resources are found a listing of books, pamphlets, and manuals; an annotated bibliography of bicycle safety films; and lists of film vendors, books, periodicals, and Wisconsin bicycle clubs. (YLB)

ED 182 542 CE 024 132

*Kovach, John A.*

**Issues and Problems in the Needs Assessment of Unique Target Groups: The Adult American Indian.**

National Indian Management Service of America, Inc., Philadelphia, Miss.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-Dec 79

Note-28p.; Not available in paper copy due to broken type; Presented at the Lifelong Learning Conference (College Park, MD, February 1-2, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Education, *American Indians, *Educational Needs, Educational Planning, *Needs Assessment, Relevance (Education), *Research Methodology, *Research Problems, Surveys

Identifiers-United States

A basic survey was conducted to determine the need for educational services of adult Indians throughout the continental United States plus Alaska and Hawaii. The study involved three survey instruments: (1) a field interview administered to over 4,100 Indian adults; (2) a survey of state education association directors; and (3) a survey of Indian Education Act Title IV, Part C, program directors. Final survey results have not yet been tabulated. However, problems related to survey research of adult American Indians have been identified as well as methodological solutions, which were utilized in the present study to remedy these problems. Relevance of adult education literature to adult American Indians has also been considered. It was suggested that perhaps many adult educators are involved in programs and practices which are guided by false theories of adult learning and the effects of adult education. (Author/BM)

ED 182 653 CG 014 151

*Keating, Norah C. Cole, Priscilla*

**What Do I Do With Him 24 Hours a Day? Changes in the Housewife Role After Retirement.**

Alberta Univ., Edmonton.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-79
Grant-90-A-802
Note-17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Family Role, Foreign Countries, Gerontology, Males, *Marriage, *Older Adults, *Relationship, *Retirement, *Spouses
Identifiers-*Canada, Homemakers

Retirement is a life cycle phase most couples can now expect to experience. Research on retirement has been directed primarily toward the impact of retirement on the retiree, rather than on the marital dyad. Qualitative and quantitative changes that women experience were investigated, with regards to their role as wife in response to their husband's retirement. Three issues of the woman's role as housewife were examined: personal, relational and life cycle. Four huqdred male retired teachers and their wives were surveyed by questionnaire, with a subsequent interview sample (N 253), drawn from returned questionnaires. Findings indicate that the major shift for women was toward increased accommodation to their husbands' needs, and the negative changes experienced by women were offset by increased opportunities for nurturing of spouse. (Author/BMW)

ED 182 741 CS 005 311

*Knafle, June D. Geissal, Mary Ann*

**Variations in Attitudes Toward Children's Oral Reading Errors.**

Pub Date-79
Note-16p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Secondary Education, English (Second Language), *Error Analysis (Language), *Miscue Analysis, *Oral Reading, *Reading Research, Reading Skills, Special Education, *Teacher Attitudes

A total of 163 teachers were involved in a study to determine whether primary school teachers exhibited different attitudes toward specific kinds of oral reading errors than did teachers of older students, whether the attitudes of teachers of English as a second language and special education teachers were similar to the attitudes of regular classroom teachers, whether the number of years of teaching experience made a difference in teachers' attitudes, and whether familiarity with miscue analysis made a difference in those attitudes. The subjects were administered an error survey'' composed of different types of oral reading errors. The results revealed clear patterns of variation in teachers' attitudes toward children's oral reading errors, with the most interesting variations occurring when dialect errors were compared with other types of errors. Specifically, the findings showed that primary school teachers were less concerned about the seriousness of the dialect errors than were teachers of older students, that teachers of English as a second language and special education teachers viewed the dialect errors with the greatest severity, and that teachers with more years of teaching experience and a familiarity with miscue analysis viewed dialect errors as less serious than did other teachers. (FL)

*Littman, Karen Leslie, Lin*

**Preschool Recreation Enrichment Program (PREP): Implementation and Resource Guide. Volume I.**

Maryland - National Capital Park and Planning Commission, Riverdale.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007500555
Note-144p.; See EC 123 071-072 for Volume II (Manual) and Final Report
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Behavior Problems, *Child Development, Conceptual Schemes, Educational Diagnosis, Enrichment Programs, *Handicapped Children, Identification, Language Development, Models, Motor Development, Parent Participation, *Physical Recreation Programs, *Preschool Programs, Program Administration, *Program Development, Program Evaluation, *Psychomotor Skills, Self Concept, Social Development, Student Evaluation
Identifiers-*Preschool Recreation Enrichment Program

The document half of which consists of appendixes is intended as a guide for developing and implementing preschool recreation programs for handicapped children, based on the Preschool Recreation Enrichment Program (PREP) model. Information on the growth and development of both normal and handicapped preschool children is presented, touching upon such aspects as motor, cognitive, language, social, and emotional development. Specific needs and behaviors of the preschool child are discussed, and approaches for working with behavior problems are suggested. Typical behaviors examined include interacting with other children, resolving conflict, sharing, handling frustration, and attention span. An overview of the administration of preschool recreation programs for the handicapped is presented, covering such aspects as getting started, identifying children, admissions criteria, staffing, funding, and parent involvement. The PREP model itself is described in detail, in terms of assessment, planning, implementation, and evaluation. Seven appendixes include sample competency lists, PREP skill assessment sheets, and selected sources of federal domestic assistance. (DLS)

ED 182 719 CS 005 278

*Farr, Roger*

**The Teaching and Learning of Basic Academic Skills in Schools: A Testimony Before the Senate Subcommittee on Education, Arts, and Humanities.**

Harcourt Brace Jovanovich, Inc., New York, N.Y.
Pub Date-79
Note-16p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Achievement Rating, *Basic Skills, Elementary Secondary Education, *Functional Illiteracy, *Government Role, *Reading Achievement, *Reading Research, *Reading Tests, Trend Analysis

This testimony presented before the United States Senate Subcommittee on Education, Arts, and Humanities presents an expert's conclusions about the status of reading in the United States. It points to several studies comparing reading achievement scores of students today to scores of students of several years ago; discusses data that are used to argue that children today do not read as well as those in the past, especially looking at the declines of scores on the Scholastic Aptitude Test''; and presents four recommendations for the government's role in improving reading education. It suggests that while there is room for improvement in reading education, statistics that seem to indicate that students are reading less well than students of an earlier day need to be carefully examined. (TJ)

ED 182 836 EA 012 469

*Wiggins, Thomas*
**Emergent Shifts in Administrative Training Models in the Americas.**
Pub Date-Dec 79
Note-19p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adoption (Ideas), *Cultural Context, Cultural Differences, Cultural Factors, *Developing Nations, *Educational Administration, Intervention, Models
Identifiers-South America

The developing nations of the Americas have historically patterned, and are currently patterning, their educational administration enterprises on the models of their colonizers or on the industrial nations with whom they identify or depend. Yet the imposition of education that is not representative of a country's culture exemplifies cultural imperialism and can deprive that nation of self-determination. Large, influential industrial nations can influence the destinies of developing American nations by exporting educational research, theories, and processes in accord with the traditional assistance or intervention model. Educational administration, however, must be culturally specific if it is to be culturally relevant. The notion of culture-free educational models must be challenged. Practices must be conceptualized and tested that are representative of the populations to which they will be applied. Assistance or intervention practices will then be replaced by transactional practices sensitive to the evidences of cultural diversity. Too, educational administration paradigms will be considered within the context of a culture. As these experiences are recorded in research, appropriate anomalies will be detected and the necessary paradigm shifts will advance knowledge and practice to meet the challenge of an emergent world community. (Author/JM)

ED 182 925 EC 123 141

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 6.0: Developing/Curriculum. Competencies 6.1 through 6.3.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-Mar 74
Grant-OEG-0-71-3675(603)
Note-306p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, Consultants, Curriculum, *Curriculum Design, *Curriculum Development, *Educational Theories, Evaluation Criteria, *Gifted, *Handicapped Children, Instructional Materials, *Performance Based Teacher Education, Teaching Guides

Part 6 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of curriculum. Three competencies are considered: (1) that a curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory, (2) that a curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products, and (3) that a curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

ED 182 946 EC 123 215

*Flowers, John D. McMillan, Frank M.*

**Regular Classroom and Special Education Teacher Attitudes Toward Exceptional Children.**

Spons Agency-Augusta Coll., Ga.

Pub Date-Sep 79

Note-11p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Special Education Teachers, *Teacher Attitudes, *Teachers

To determine whether attitudinal differences existed between regular classroom and special education teachers toward exceptional children, a total of 100 teachers (50 from each category) were asked to respond to a semantic differential designed to provide a valid measure of attitude toward exceptional children. Multivariate analysis of variance indicated that classroom teacher attitude was significantly more positive than special education teacher attitude toward exceptional children as a whole, with the largest differences between the two groups in the categories of speech defective and mentally retarded. Low positive attitudes toward gifted children were noted for both groups. (Author/PHR)

ED 182 969 FL 008 972

**The Steam Turbine: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 4.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-12p.; Accompanying diagrams may not reproduce clearly
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to the steam turbine. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 992 FL 010 878

*Genesee, Fred*

**Is There an Optimal Age for Starting Second Language Instruction?**

Pub Date-78
Note-11p.
Journal Cit-McGill Journal of Education; v13 n2 p145-54 Spr 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adolescents, *Child Language, Children, Cognitive Processes, Elementary Secondary Education, *Language Instruction, *Learning Characteristics, Learning Processes, *Learning Theories, *Second Language Learning
Identifiers-*Optimum Age

The notion that second language instruction is more effective if begun at an early age is seen as arising from cognitive-nativist and neuropsychological postulates, and from the argument of affective purity.'' Each of these positions is reviewed, along with frequently-heard objections to each. A fresh perspective on the issue is thus established as a groundwork for the examination of some specific educational research that bears on the issue of optimum age. This research indicates that late instruction confers an advantage on the learner by virtue of his/her learning efficiency, while early instruction confers an advantage arising from the extended opportunities it provides for language learning in and outside school. The advantages which derive from late instruction are also conferred on the learner who begins early and continues his study through the higher grade levels. It is therefore concluded that high levels of second language proficiency are best achieved by an early start and long duration of instruction, provided that effective teaching methods are employed. (Author/JB)

ED 183 014 FL 010 985

*Candlin, Christopher N. Breen, Michael P.*

**Evaluating and Designing Language Teaching Materials. Practical Papers in English Language Education, Volume 2.**

Lancaster Univ. (England). Inst. for English Lanugage Education.
Pub Date-May 79
Note-46p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Curriculum Design, Curriculum Development, English (Second Language), *Evaluation Criteria, *Instructional Materials, *Language Instruction, *Material Development, *Media Selection, Relevance (Education), Second Language Learning, Teaching Methods

This article offers teachers a comprehensive set of questions to ask themselves in evaluating their instructional materials and offers proposals for the adaptation and design of materials. These suggestions are postulated on a definition of language as communication and language teaching as a communicative process. The following are discussed: (1) the appropriateness of materials to the teaching situation and the curriculum; (2) the content of the materials; (3) the teaching-learning activities the material should promote; and (4) new directions for materials design. The central concern of the paper is the appropriateness of the materials to the methodology. The evaluation, adaptation, and innovation of language teaching materials must be based on methodological criteria. Methodology incorporates two sets of related criteria: criteria for the selection and organization of content and that which determines the type and range of the teaching-learning activities. Content should be information and data that are cognitively and affectively significant to the learner and that stimulates negotiation in an interpersonal context. Content should be sequenced so as to maintain continuity throughout the materials. Activities rather than models and differentiation rather than predictability underlie the diagrammatic summary of decisions to be made in designing an activity with the materials. (PMJ)

ED 182 524 CE 024 085

*Henning, Patricia A.*

**Career Education Practice: An Overview and Guide to Resources.**

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Grant-NIE-G-78-0207
Note-114p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Career Education, Educational Opportunities, Educational Resources, *Education Work Relationship, *Learning Activities,

*Resource Materials
Identifiers-Delaware, New Jersey, Pennsylvania

Designed to stimulate school staff to consider a wide range of student learning activities as they identify ways to improve their local career education program, this resource booklet is divided into six sections which provide an overview of current career education practice (activities) in secondary schools. The first five sections correspond to the five goal categories which the learning activities serve: self awareness, career awareness, educational awareness, economic awareness, and career planning and decision making. Each section includes a brief discussion of the goal area and a table which provides a sampling of representative practices, materials, and learning activities for that goal area. Sample learning activities are then described in a one-page format which includes the name of the activity, a brief description of its purpose and process, and the approximate audience, methods employed, and reference to the sources of the activity. The sixth section contains (1) an annotated list of sources of information on career education activities (including those referenced in the one-page descriptions) and (2) a listing of national and local resource centers which can supply various kinds of knowledge about career education. (YLB)

ED 182 561 CE 024 246

*Wasil, Ed*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-1, Visual Tests.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-26p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Visual Perception
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power

Plant Technicians, *Nuclear Technology

This first in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I describes visual examination as an independent inspection activity. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, and (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 584 CE 024 269

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-9, Weld Repair Control.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-26p.; Small type in diagrams will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Welding

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This ninth in a series of ten modules for a course titled Welding Inspection describes the purposes, essential elements, and application of a weld control program. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 629 CG 014 118

*Dembo, Richard And Others*

**Examining a Causal Model of Early Drug Involvement Among Inner City Junior High School Youths.**

Pub Date-Aug 79

Note-40p.; Paper presented at the Conference of the American Sociological Association (1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Behavior Patterns, *Disadvantaged Youth, *Drug Abuse, *Family Characteristics, Inner City, Junior High Schools, Junior High School Students, Models, Peer Relationship, *Self Concept, *Sex Differences, *Socialization, Student Attitudes

Reflecting the need to construct more inclusive, socially and culturally relevant conceptions of drug use than currently exist, the determinants of drug involvement among inner-city youths within the context of a causal model were investigated. The drug involvement of the Black and Puerto Rican junior high school girls and boys was hypothesized to result from their home composition, assumed relationships with parents, attitudes toward school, machismo values, and identification with drug involved peers. Results showed few socialization-into-drug-use differences to exist between the Puerto Rican and Black youths. However, the girls' drug use was somewhat better explained by the intrapersonal and interpersonal socialization variables in the model than that of boys. At the same time, the socialization variables examined had limited predictive power in regard to the drug involvement of the four groups. (Author)

ED 182 676 CG 014 218

*Abrego, Phil Brammer, Lawrence*

**Developing Coping Skills for Career Related Changes. Module 42.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-123p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adult Counseling, Adult Development, *Career Change, *Coping, Counselors, *Environmental Influences, *Life Style, *Skill Development
Identifiers-*Life Transitions

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for adults in helping roles who are experiencing or anticipating life transitions affecting their careers, or who work with others facing such transitions. The goal of this module is to help participants develop skills in coping to order to manage change in their work environments. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 698 CS 005 251

*Moe, Alden J. And Others*

**The Literacy Requirements of an Automotive Mechanic on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Note-57p.; For related documents see CS 005 141-142 and CS 005 247-254
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, *Auto Mechanics (Occupation), Basic Skills, Communication Skills, *Job Skills, *Literacy, Reading Skills, Teaching Methods, Trade and Industrial Education, Vocabulary

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about auto mechanics. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that auto mechanics need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 763 CS 205 426

*Bagnall, Norma*

**Children's Literature Passage to the Sea.**

Texas A and M Univ., College Station.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report NO.-TAMU-SG-80-401

Pub Date-Feb 80

Grant-NA79AA-D-00127

Note-62p.

Available from-Sea Grant College Program, Texas A & M University, College Station, TX 77843 ($2.00)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Childrens Literature, Ecology, Elementary Education, *Learning Activities, *Literature Appreciation, Teaching Guides, Teaching Methods

Identifiers-*Marine Education

Focusing on books that use the sea as their theme, this booklet provides guidelines for teachers on how to integrate marine-related children's literature into the classroom. The first section of the booklet presents brief synopses of eight sea-related books while the second section contains 39 learning center activities, including knot tying, model building, soap carving, weaving, wood construction, and wood painting. Each activity is related to a specific grade level and book and includes a list of required materials, preparatory suggestions for the teacher, and instructions for the students. Appendixes contain worksheets and illustrations for use with the activities, lists of sources for free and low cost materials, and a bibliography of marine-related books. (FL)

ED 182 787 CS 502 811

*Sillars, Malcolm O.*

**Communication and Values.**

Pub Date-Feb 80
Note-8p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Communication (Thought Transfer), *Cultural Awareness, Educational Research, *Ethical Values, Foreign Countries, *Personal Values, *Social Values, *Speech Instruction, Values
Identifiers-Communication Research, *Intercultural Communication

Communication experts and researchers have done little to help prepare themselves or others to cope with values in the communication revolution that is taking place. The problem goes beyond the influence the media has in the United States; it has implications of international issues of survival. What is needed is an emphasis on research and teaching of values, not ethics, but values. Ethics are relative to the culture, values underlie ethics and provide a way to make normative judgements. Value analysis is essential to an understanding of what is unstated when people agree or disagree in interpersonal interaction . It is essential to an understanding of how public persuasion takes place. (TJ)

ED 182 811 EA 012 385

*Bell, James B. Ackerman, Peter*

**The Early Adolescent and the Junior High School Curriculum. Curriculum, Media & Instruction Occasional Paper No. 13.**

Alberta Univ., Edmonton. Faculty of Education.

Report NO.-CMI-OP-13

Pub Date-79

Note-18p.

Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($1.50)

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adolescence, Elementary Secondary Education, *Junior High School Role, *Junior High School Students, Literature Reviews, Program Development, Senior High Schools, *Teacher Education

Identifiers-*Alberta (Edmonton)

This paper discusses the development of junior high schools in Alberta, including history, comparison with senior high schools, and program development. It also discusses stages of adolescence and teacher preparation for work with junior high students. (LD)

ED 182 430 CE 023 593

*Faris, Charlotte J.*

**State-Wide Vocational In-Service for Reducing Sex Stereotyping and Bias: 1977-78 Report.**

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Pub Date-Nov 78
Note-88p.; Some parts of this document will not reproduce well due to light and broken type; For related documents see CE 023 595 and ED 147 544
Available from-Project MOVE, State University of New York College of Technology, 811 Court Street, Utica, NY 13502 ($2.00).
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Administrator Education, Counselor Training, Higher Education, *Inservice Programs, Inservice Teacher Education, Occupational Guidance, *Program Development, Sex Discrimination, *Sex Fairness, Team Training, *Vocational Education
Identifiers-New York

An inservice program to reduce sex-stereotyping was conducted in four western New York locations for teams of vocational teachers, guidance counselors, and administrators. Designed to have maximum impact on eliminating sex-stereotyped attitudes, behaviors, and expectations of school personnel and adolescents, four major areas of knowledge were incorporated into two sequential courses: (1) topics and issues related to sex stereotyping and bias, (2) evaluation, (3) strategies for change, and (4) communication and facilitory leadership skills. To minimize the cost of delivery, yet maximize possibility of participants working together, a delivery system combining ten class meetings and nine learning packets was developed. Participants planned and, wherever possible, conducted programs or workshops on sex stereotyping; evaluated individual school district plans for meeting sex equity legislative mandates; planned, implemented, and evaluated a project; and developed a proposal for funding. A variety of program evaluation methods were used including increases in non-traditional enrollment areas, number of new sex equity contacts made by participants, programs conducted, learning packet logs, individual class and final evaluation, and several group growth evaluations. Initial evaluation results appear to be positive and varied. However, since two teams had not yet completed the course, only tentative conclusions were made. (Thirteen appendixes contain sample announcements, forms, assignments, reports, and evaluation used.) (MEK)

ED 182 448 CE 023 800

*Jackson, Charles J. Huffman, Glenda K.*

**Motivation & Assessment of the Disadvantaged.**

Pub Date-Dec 79

Note-58p.; Paper presented at the Annual Convention of the American Vocational Association (Anaheim, CA, December 1979). Best copy available.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Career Planning, *Economically Disadvantaged, Educational Programs, Eligibility, Evaluation, Federal Programs, *Goal Orientation, Job Skills, *Job Training, Motivation, Nondirective Counseling, Occupational Aspiration, Outreach Programs, *Placement, Skill Development, Talent Identification, *Vocational Aptitude, Vocational Education, Vocational Interests

Identifiers-California (Tulare County), Comprehensive Employment and Training Act, Unified Intake Services

The CETA (Comprehensive Employment and Training Act) Unified Intake Services is a CETA eligibility, assessment, and training program for residents of Tulare County, California. The prime function of the Unified Intake is to assess economically disadvantaged persons and to assist these individuals to obtain appropriate occupational training, hands-on skill development, and/or job survival skills that ultimately lead to unsubsidized, gainful employment. To attain these goals CETA Unified Intake Services must (1) maintain a county-wide outreach program, (2) determine economic eligibility, (3) assess vocational talents of eligible clients, (4) develop client employability plans, (5) identify appropriate CETA/non-CETA programs, and (6) assign individuals to appropriate program resources. Its Employment Motivation Assessment Program answers most of these needs in a three-phase process: eligibility evaluation, employment motivation assessment workshop, and the counseling assessment integration phase. Results of the final client/counselor session are used by a selection committee for client placement in training programs. The key to client success is the client. Therefore, CETA Unitifed Intake's main efforts are directed toward client motivation, client/counselor assessment, and individual commitment to strive for realistic self-derived goals. (Author/YLB)

ED 182 487 CE 024 009

*Miller, Joanne*

**Individual and Occupational Determinants of Job Satisfaction: A Focus on Gender Differences.**

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-79
Note-52p.; Figures may not reproduce well due to small type
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Comparative Analysis, Employee Attitudes, Employees, *Individual Differences, *Job Satisfaction, Occupations, Organizational Climate, Rewards, *Sex Differences, *Work Environment, Working Women

Based on two related sets of data from the 1979 Kohn and Schooler followup study of 626 men, ages 26-65, who were part of the employed, civilian labor force in 1964, a study investigated the determinants of job satisfaction for these men, and 269 of their 555 wives who were formally employed ten or more hours per week. Correlations between job satisfaction indexes and indicators of job conditions (occupational self direction, organizational structure and position, job pressures and uncertainties, and extrinsic rewards and protection) were used in multiple regression analyses. Strong evidence was found of a direct connection between day-to-day job conditions and workers' satisfaction regardless of gender. Furthermore, causal models demonstrate that the effect of job conditions on job satisfaction is not the result of selective entry of workers into particular occupations or people adjusting performance on the job according to current satisfaction with their work. Although both men and women evaluate their jobs in terms of immediate work environment, there are differences in the particular job conditions that influence their assessments. Some of these differences can be related to individual work values that may alter the subjective nature of work experiences. However, the nature of particular jobs and potential sources of gratification also suggest explanations for different reactions to specific job conditions. (Author/MEK)

ED 182 505 CE 024 045

**Equipment Operator 1 & C.**

Naval Education and Training Program Development Center, Pensacola, Fla.

Pub Date-79

Note-367p.; Photographs and small type in charts and diagrams will not reproduce well

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-Administration, Building Trades, Construction Management, *Equipment Maintenance, Equipment Utilization, Individualized Instruction, Instructional Materials, *Job Skills, Mechanical Equipment, *Military Training, Motor Vehicles, *Operating Engineering, *Vocational Education

Identifiers-Navy, *United States

The Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package to assist Navy Equipment Operators First and Chief in fulfilling the requirements of their rating. (Navy Equipment Operators First and Chief direct and coordinate efforts of individuals and crews in construction, earthmoving, roadbuilding, quarrying, and well drilling assignments; maintain records and reports on mobile and stationary equipment; and supervise and administer automotive and construction equipment pools.) Designed for individual study and not formal classroom instruction, this manual provides subject matter that relates directly to the occupational standards of the Equipment Operator rating. The subject matter is divided into the following nine chapters: (1) Administration; (2) Techniques of Supervision; (3) Advanced Based Planning, Embarkation, and Project Turnover; (4) Construction Scheduling; (5) Grading, Soil Stabilization, and Road Surfacing; (6) Pits and Quarries; (7) Well Drilling; (8) Construction and Automotive Equipment Pool Management; and (9) Miscellaneous Construction Equipment. Assignments in each chapter involve learning objectives and supporting items designed to lead the student through the course. (BM)

ED 182 543 CE 024 135

*Abramson, Theodore*

**Evaluation of a Community College Occupational Education Project for the Homebound Handicapped. Special Interest Paper. An Occasional Publication for Selected Audiences, No. 17.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.; City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; Massachusetts Univ., Boston. Center for Social and Evaluation Research.

Pub Date-Dec 78

Note-16p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Business, Community Colleges, Education, *Handicapped Students, Homebound, *Home Instruction, Participant Satisfaction, Postsecondary Education, Program Effectiveness, Program Evaluation, Telephone Communication Systems

Identifiers-Queensborough Community College (New York)

An evaluation was conducted of business education programs for the homebound handicapped students at Queensborough Community College of the City University of New York. Classrooms that career courses were scheduled to meet in were equipped with auxilliary telephone lines and conference telephone units: and specific course-related equipment was placed in students' homes for the duration of their courses. Students in the program were counseled periodically to determine possible problems or obstacles which needed to be remedied. Homebound students were provided with a course outline prior to the first class session and were able to anticipate and prepare for class dicusssions and assignments. Via their portable conference telephone, homebound students could actually participate in class discussions, answer questions, and respond to in-class students. Examinations were administered on an individual basis in the homebouqd handicapped student's home. During the fall of 1977, thirteen faculty members instructed homebound students in a total of eleven courses. In the spring of 1978, homebound students had the opportunity to participate as class members ln ten courses with twelve faculty participating. On the basis of the data obtained through interviews with homebound students and surveys of facility and peers, the program was perceived as being successful by all participants. The final grades of students attested to their ability to perform in this setting. (BM)

ED 182 606 CE 024 291

*Pritchard, Jim Espy, John*

**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-7, Auditing for Quality Assurance.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 79

Contract-300-77-0340

Note-45p.; Small, light type in figures and tables will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This seventh in a series of eight modules for a course titled Quality Assurance Practices describes the key features of an audit system and offers practice in carrying out tasks of the technicians. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 654 CG 014 152

*Handy, Walter S. Pedro-Carroll, JoAnne*

**Prescriptive Early Intervention With Culturally Diverse Populations: Some Initial Observations.**

Cincinnati Dept. of Health, Ohio.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Grant-HEW-11-P-90468/5-01

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Adjustment (to Environment), *Black Students, *Cultural Differences, Guidance Personnel, *Interpersonal Competence, *Intervention, Primary Education, Program Descriptions, Pupil Personnel Services, Skill Development, Social Environment, Sociocultural Patterns, *Urban Education

Identifiers-*Appalachian Students

The Social Skills Development Program (SSDP) is a prevention program for inner-city primary-age school children. The services provided by SSDP are for children experiencing moderate school maladjustment. Included are descriptions of program rationale and operations, staffing, prescriptive early intervention, preventive health interventions and problems of implementation. The problems identified for discussion are: (1) how to reverse patterns of life-style that contribute to chronic poor health; (2) how involvement with the child should continue in the absence of parent participation; (3) how to procure positive results with transient families; and (4) how to balance national priorities and local politics. Although the program is geographically specific, it can be adapted for use in elementary schools elsewhere. (Author/BMW)

ED 182 861 EA 012 501

*Braukmann, William T.*
Pub Date-Jan 80
Note-8p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 11-15, 1980)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Role, Communication Skills, *Educational Environment, Elementary Secondary Education, Interpersonal Relationship, Morale, *Principals, School Community Relationship, Students, Teacher Administrator Relationship, Teacher Morale

This presentation was based on the assumption that developing the art of making teachers and students feel good about themselves is of paramount importance in helping youngsters to learn. The author offers and elaborates on 12 tips to help principals improve school climate: (1) Be aware that the principal's most important function is getting people to feel good about themselves. (2) Establish a climate of professionalism in working with teachers. (3) Interact personally with children. (4) Be visible and get into the classroom. (5) Be a teacher advocate. (6) Be hospitable to teachers. (7) Be sensitive to teachers' suggestions. (8) Have a fund available fo finance small teacher or student projects. (9) Learn to give negative criticism in a positive way. (10) Be a politician when dealing with the community. (11) Capitalize on the strength of people by delegating responsibility. (12) Be human, have a sense of humor, and address unpleasant tasks with fairness, firmness, and dispatch. (Author/JM)

ED 182 884 EC 122 924

*Schofield, Leon J.*

**Hyperkinesis: Recent Diagnostic and Treatment Trends.**

Pub Date-Oct 79

Note-22p.; Paper presented at the Annual Genesee Valley Psychological Association Conference (Rochester, NY, October 19, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Clinical Diagnosis, Dietetics, Drug Therapy, Early Childhood Education, Elementary Secondary Education, *Etiology, *Hyperactivity, Psychotherapy, *Student Characteristics, *Therapy

The paper describes hyperkinesis, a common behavior problem of childhood which is characterized by symptoms which include involuntary and consistent overactivity usually with onset in early childhood or infancy, short attention span, and poor school performance. Sections touch on the following aspects: symptoms, etiology, course of illness, identification, treatment/medications (including use of stimulants), treatment/diet (such as the Feingold diet), and treatment/psychotherapy. The author concludes that clinicians need to maintain a broad, flexible attitude since various treatment approaches are effective with various individuals and since responsiveness to a specific treatment may also change over time, requiring a shift in treatment. (SBH)

ED 182 947 EC 123 216

*Churton, Michael W., Ed.*

**Proceedings I: State of the Arts Conference on Adapted Physical Education in Mississippi (January 19 and 20, 1979).**

University of Southern Mississippi, Hattiesburg.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Report No.--451AH80606
Pub Date-Jan 79
Grant-G007602947
Note-60p.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adapted Physical Education, Conference Reports, Educational Diagnosis, *Educational Legislation, Elementary Secondary Education, *Handicapped Children, Program Development, State Departments of Education, State of the Art Reviews, *State Programs, Teacher Certification, Teacher Education
Identifiers-*Education for All Handicapped Children Act, Mississippi

The proceedings of a conference on the state of the art in adapted physical education in Mississippi are presented. After the conference agenda and a list of the speakers and session leaders, an overview of the conference is provided. The conference was designed to produce data and information that could be used to facilitate programing, research, and implementation in adapted physical education. Texts by the following Session 1 speakers are included: State of the Arts Adapted Physical Education National Overview'' by L. Johnson; State Department of Education Personnel Preparation and Certification Requirements'' by K. Davis; State of the Arts Adapted Physical Education State Overview'' by M. Churton; Perspective P.L. 94-142 (the Education for All Handicapped Children Act) and Adapted Physical Education Practioner'' by P. Buschner; and Perspective P.L. 94-142 and Adapted Physical Education Student'' by L. Fischer. Session 2 considers curriculum, personnel preparation and certification, and motor assessment in small group presentations. Recommendations follow each presentation and conclusions, such as the need for review of current and projected certification requirements, are reported. (PHR)

ED 182 970 FL 008 973

**The Gas Turbine: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 5.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.

Pub Date- 77

Note-17p.; Accompanying diagrams may not reproduce clearly

Language-English; French

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists

Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to the gas turbine. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

*Dauzat, Sam V.*
**Developing and Implementing Full-Time Adult Education Programs.**
Louisiana Technological Univ., Ruston.
Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
Pub Date-79
Grant-ABE-1A-1979
Note-62p.; Pages 28-32 were removed because they contained confidential information
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Education, *Adult Education Programs, *Institutes (Training Programs), Program Administration, *Program Design, *Program Development, Program Improvement, *Program Planning
Identifiers-*Louisiana

A training institute was conducted to provide participants with knowledge and experience which would enable them to demonstrate competence in designing and implementing full-time adult education programs in Louisiana. Fifty participants were selected from parishes throughout Louisiana interested in initiating or improving full-time adult education programs. (Forty-two adult educators actually participated in all three phases of the institute.) The project consisted of three major phases, including instruction, model plan design, and implementation. The first phase consisted of a one-week intensive insructional program conducted to provide basic cognitive skills prerequisite to the design and implementation of full-time adult education programs. Following instruction, participants engaged in the application of knowledge and skills gained by designing plans for developing or improving full-time adult education programs for their local parishes. The implementation phase was provided as a follow-up to ofer support services where possible and to facilitate the implementation of selected model plans of full-time programs. An evaluation of the institute indicated that the participants felt they had invested time in an educationally relevant and profitable program which prepared them to better perform the tasks of developing and administering educationally sound center-based adult education programs. (BM)

ED 182 720 CS 005 279

*Forester, Anne D.*

**Using a Process Model as a Guide to College/Adult Reading Instruction.**

Pub Date-79
Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Learning, *Adult Reading Programs, Cognitive Development, *Cognitive Processes, Higher Education, *Learning Processes, *Reading Instruction, *Reading Processes

The process model of reading suggests that even the effective reader makes recurring regressions to lower levels of functioning when faced with unfamiliar topics or texts. The gradual formulation of new linguistic and cognitive structures necessitated by the task of reading is similar to the acquisition of language, and the process model suggests that the learner moves through a number of stages before gaining fluency. To foster the smooth progression from initial gross processing to full comprehension and fluency, the reader needs conditions that allow full functioning of cognitive and linguistic structuring. Creating a learning climate requires a shift more in philosophy than in method or selection of materials. The tripartite approach of modelling, practice, and expanded feedback can be fitted into most existing programs. The most important aspect is to have, and to create for the student, an awareness of the gradual nature of learning generally and reading comprehension in particular. (TJ)

ED 182 742 CS 005 313

*Eurich, Alvin C.*
**The Reading Abilities of College Students After Fifty Years.**
Academy for Educational Development, Inc., New York, N.Y.
Spons Agency-New York Times Foundation, N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date-Feb 80
Note-25p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Freshmen, Comparative Analysis, *Educational Trends, Higher Education, *Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Research, *Reading Tests, Trend Analysis

The Minnesota Reading Examination for College Students and the Minnesota Speed of Reading Test were administered to 865 University of Minnesota freshmen in 1978. When these test results were compared to the scores on the same tests that 1,313 freshmen and 4,191 high school seniors received in 1928, the 1978 students scored significantly lower than their 1928 counterparts on vocabulary, reading comprehension, and rate of reading. The 1978 freshmen were at least one grade level below the 1928 students on reading ability, reading no better than the high school juniors or seniors of 50 years ago. Although speculations of societal and educational changes are offered as possible causes for the decline in reading ability, no clearcut evidence exists on the reasons for the decline. (RL)

ED 182 788 CS 502 812

*Lipinski, Hubert And Others*

**Interactive Group Modeling: Part 1. Extending Group Communication through Computers.**

Institute for the Future, Menlo Park, Calif.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.

Report NO.-R-44

Pub Date-Aug 79

Grant-MCS77-01424

Note-30p.; For related documents see CS 502 812-815

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Communication (Thought Transfer), *Communications, *Computer Programs, *Computers, Conferences, Futures (of Society), *Group Relations, Interaction, Networks, Research Projects, Telecommunication, *Teleconferencing

This is the first of four reports of the Interactive Group Modeling project an undertaking designed to extend group communication through computers to support the more task-focused commuqication required by those building computer models. This report discusses the design and philosophy of the HUB system a system that facilitates communication in four modes: computer conferences, shared visual spaces, program workspaces, and document workspaces. The various sections of the report provide a discussion of the needs for extending group communication and descriptions of the HUB system, design issues related to it, its implementation, and its testing. (FL)

ED 182 904 EC 123 071

*Littman, Karen Leslie, Lin*

**Preschool Recreation Enrichment Program (PREP): Manual. Volume II. An Aid for Recreation Leaders and Instructional Personnel.**

Maryland - National Capital Park and Planning Commission, Riverdale.
Pub Date-78
Grant-G007500555
Note-213p.; See EC 123 070 and EC 123 072 for Volume I (Implementation and Resource Guide) and Final Report
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Child Development, *Enrichment Programs, *Handicapped Children, Language Development, Motor Development, *Physical Recreation Programs, Preschool Education, *Preschool Programs, *Psychomotor Skills, Self Concept, Social Development
Identifiers-*Preschool Recreation Enrichment Program

Based on the Preschool Recreation Enrichment Program (PREP), the manual one third of which consists of appendixes is intended to assist recreation personnel in developing programs addressing the motor and associative learning needs of preschool children who demonstrate delays in motor, language, and/or socialization skills. The manual describes 27 fine and gross motor skills, presented sequentially, which have been task analyzed into three developmental levels: beginning, intermediate, and advanced. Accompanying each of the sections on the three developmental levels is a set of life experience activities, which suggest tasks for teaching or practicing the particular skill involved. Games, reinforcement activities, language activities, and equipment are recommended for each skill. Illustrations are provided to describe existing behavior as well as the behavior to be achieved. Apendixes include a PREP assessment form, PREP songs, PREP games and reinforcement activities, and water activities for the preschool child. (Author/DLS)

ED 182 812 EA 012 404

*Gould, E. N.*

**The Principalship: Role Expectation and Leadership Style. Draft Outline.**

Pub Date-Jan 80

Note-3p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 1-15, 1980); Not available in paper copy due to broken print in original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrator Role, Elementary Secondary Education, *Principals, *Role Conflict, Speeches

This paper discusses role expectations of principals, including the importance of the principal role, pressures and difficulties associated with it, and the problem of conflicting role expectations. (Author/LD)

ED 182 562 CE 024 247

*Groseclose, Richard*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-2, Leak Tests.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-51p.; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This second in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I describes the predominantly used leak test methods in nuclear power plants. More specifically, the module describes these test methods, the testing techniques, and the associated quality assurance requirements. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 585 CE 024 270

*Espy, John*

**Nuclear Technology. Course 28: Welding Inspection. Module 28-10, Records.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 79

Contract-300-77-0340

Note-34p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Recordkeeping, *Records (Forms), Teaching Guides, *Technical Education, *Welding

Identifiers-*Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This tenth in a series of ten modules for a course titled Welding Inspection describes records associated with welding which serve three functions: specification of agreements, initiation of action in fulfillment of agreement, and historical evidence of action taken. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 630 CG 014 119

*Miller, Harriet Pugh, Monica*

**Focus on Choice: A Program Guide.**

Fort Wayne Women's Bureau, Inc., Ind.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date-Jun 79

Grant-FY-79-8060

Note-85p.

Available from-Fort Wayne Women's Bureau, Inc., Room 315, 203 West Wayne Street, Fort Wayne, IN 46802

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Adult Basic Education, *Adult Counseling, Adults, *Career Planning, Counseling Services, *Decision Making Skills, *Skill Development

Identifiers-*Career Couqseling, Lifelong Learning, *Self Evaluation (Individuals)

This guide is designed to provide adult education administrators, teachers, and aides with materials to facilitate the personal and career planning process of their students, specifically in a mutual group support environment. A series of suggested activities promoting the goal of lifelong learning includes the following exercises: (1) group bonding; (2) values clarification; (3) lifeline examination; (4) self assessment; (5) skills assessment; and (6) goal setting. Sample evaluation forms and a bibliography are also provided. Although this program was originally targeted for adult basic education settings, the exercises are equally useful with other educational levels. (Author/HLM)

ED 182 677 CG 014 219

*Walz, Garry R. And Others*

**Helping People With Preretirement Planning: An Introduction. Module 43.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-86p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adults, Community Agencies (Public), *Counselor Attitudes, Counselors, *Information Sources, Life Style, *Long Range Planning, Postsecondary Education, *Resources, *Retirement, *Self Evaluation
Identifiers-*Aging

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed to assist counselors and other helping professionals in postsecondary school and agency settings to aid adults in planning for retirement. The goal of this module is to help participants: (1) examine their attitudes toward retirement; (2) become aware of major areas of concern in preretirement planning; and (3) identify information resources. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 764 CS 205 427

*Simson, Renate*

**The Unsung Past: Afro-American Women Writers of 19th Century.**

Pub Date-Nov 79

Note-21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131) - Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Authors, Autobiographies, *Black History, *Black Literature, *Females, Fiction, *Nineteenth Century Literature, Poetry, *Race Relations, *Racial Discrimination, Reconstruction Era, Slavery

Pointing to the widespread neglect afforded to the works of nineteenth century Afro-American women authors, this paper discusses, and presents excerpts from, the works of many of these authors to show the types of concerns they wrote about. Among the works discussed are the following: the slave narratives of Harriet Jacobs and Elizabeth Keckley; accounts written by Eleanor Eldridge and Charlotte Forten that relate the problems of black people living in the North; the autobiographies of Ida Wells Barnett and Susie King Taylor, which point to the position of blacks in the late nineteenth century; works of poetry by a number of poets, including Ann Plato, Frances Harper, and Cordelia Ray; the novel Iola Leroy,'' by Frances Harper, the first novel by a black author that dealt with the Reconstruction Era; short fiction by Victoria Earle and Alice Dunbar-Nelson; and the novel Contending Forces,'' by Pauline Hopkins, who is described as the most prolific nineteenth century Afro-American woman writer. The paper concludes by noting the importance of including the works of Afro-American woman writers in presentations of Afro-American literature of the nineteenth century. (GT)

ED 182 837 EA 012 471

*Young, D. Parker, Ed.*

**The Yearbook of Higher Education Law 1979.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-324p.; For individual chapters, see EA 012 472-477; For a related document, see ED 147 945

Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh, Topeka, KS 66606 ($13.50)

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Books (010)

**Document Not Available from EDRS.**

Descriptors-*Collective Bargaining, College Faculty, College Students, Contracts, *Educational Facilities, *Educational Finance, *Governance, Higher Education, *Industrial Relations, *Legal Responsibility, States Powers, Torts

This, the third annual yearbook on higher education law, provides a comprehensive summary and analysis of all state and federal court cases involving higher education reported during 1978. The chapters have been authored by individuals who are experts in higher education law and specialists in the particular topics of their chapter. The chapters are devoted to the following topics: governance and finance, property, liability, employees, collective bargaining, and students. The two largest chapters are those on employees and students. The employees chapter discusses such topics as employment, equal pay, employment discrimination, and retirement benefits, while the chapter on students examines freedom of expression, due process, publications, organizations, student fees, tuition, admissions, resident housing, academic affairs, financial aid, athletics, and related topics. (Author/IRT)

**Final Report of the International Symposium on Further Education of Teachers of Handicapped Youth (Prague, Czechoslovakia, October 25-28, 1977).**

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date-77

Note-41p.

Pub Type- Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Conference Reports, *Foreign Countries, *Handicapped Children, *Inservice Teacher Education, *International Educational Exchange, *Special Education Teachers

Identifiers-*Europe

The International Symposium on Further Education of Teachers of Handicapped Youth involved 79 specialists with the goal of examining concepts of further education in individual European countries. Two basic problems were formulated the necessity of further (life long) education of special education personnel and the need for international cooperation and mutual information on this problem. Excursions were made to special schools in Prague. Five recommendations resulted from the meetings, including that the further education of personnel in special education should be considered as an organic component of their life long education and should be based on the closer coordination of general and special education. Among appended materials are a copy of the program and agenda and a list of participants. (SBH)

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 7.0: Developing/Instruction. Competencies 7.1 through 7.4.**

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.--351359

Pub Date-Mar 74

Grant-OEG-0-71-3675(603)

Note-388p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Behavioral Objectives, *Classroom Techniques, Consultants, *Curriculum Development, Educational Innovation, Evaluation Criteria, *Gifted, *Handicapped Children, Instructional Materials, *Management, *Performance Based Teacher Education, Program Development, Teaching Guides

Part 7 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of instruction. Four competencies are considered: (1) that a curriculum consultant should be capable of developing a familiarity with the current literature on institutional practices for exceptional children, (2) that a curriculum consultant should be capable of becoming skilled in developing instructional programs, (3) that a curriculum consultant should be capable of developing classroom management techniques, and (4) that a curriculum consultant should be capable of adapting innovative practices and products to programs for exceptional children. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the four competencies. (PHR)

ED 182 993 FL 010 879

*Kyes, Robert L.*

**Linguistics, Psychology, and the Teaching of German: An Annotated Bibliography.**

Pub Date- 79

Note-25p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Annotated Bibliographies, *Applied Linguistics, Classroom Techniques, *Educational Research, Educational Theories, *German, *Language Instruction, Learning Difficulties, *Second Language Learning, Surveys, *Teaching Methods

The purpose of this annotated bibliography is to bring to the attention of the German teacher some of the critical issues in language teaching methodology and pedagogical theory that have been of concern recently. The bibliography points out some specific works that have a clear and direct bearing on what happens in the German classroom. The works listed here represent several general categories: (1) relationships of linguistic and psychological theory to learning problems, (2) surveys of methods and theories, (3) experiments that have thrown some light on well-known and persistent problems, and (4) classroom procedures that language teachers have found to be effective. Most of the citations refer to articles culled from major pedagogical journals and from other journals. (Author)

*Schuster, Donald H.*

**Evaluations of the Suggestive-Accelerative Lozanov Teaching (SALT) Method in Teaching Various Subjects to Low- and Mid-Socioeconomic Elementary and Secondary School Students.**

Pub Date- 79
Note-23p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Achievement Rating, Elementary Education, Instructional Innovation, *Program Evaluation, Socioeconomic Status, *Spelling Instruction, Stress Variables, *Student Attitudes, *Student Teacher Relationship, *Teaching Methods
Identifiers-*Suggestopedia

A study was conducted to determine whether the spelling achievement and school attitudes of third grade students from the middle socio-economic level could be accelerated relative to a control group with the SALT method, Lozanov's Suggestive-Accelerative Learning and Teaching. Spelling test words for pre- and post-testing were drawn from the common words in the SALT text and the conventional text. Independent variables of the student-teacher affective relationship, perceived school stress, and school learning orientation were included in the analysis of covariance. The results of this comparative study between one class taught by a SALT trained teacher and one taught by a conventionally trained instructor revealed the following: (1) the SALT class performed significantly better on the spelling achievement test than the controls; (2) there were reversed significant differences on the scales of student-teacher affective relations and school stress favoring the controls; and (3) on the school learning questionnaire, there was no significant difference between control and SALT students at the end of the year. (PMJ)

ED 182 506 CE 024 046

**Demonstration of the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs. Final Report.**

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Jan 80

Grant-MU79-01-002

Note-471p.; Parts of this document may not reproduce well due to small type

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors-Behavioral Objectives, Career Exploration, *Cooperative Education, Cooperative Programs, *Core Curriculum, Curriculum Development, Curriculum Guides, *Distributive Education, Economics, Individualized Curriculum, Individualized Programs, Inservice Teacher Education, Job Skills, *Management Systems, Marketing, Occupational Choice, *Performance Based Education, *Program Development, Program Evaluation, Teaching Guides, Unit Plan, Units of Study

Identifiers-Interstate Distributive Educ Curriculum Consortium

A core curriculum, training plans, and implementation guide developed by the project are included in this final report, which describes activities to resolve problems encountered by teachers using the IDECC (Interstate Distributive Education Curriculum Consortium) system designed for distributive education (DE) and diversified cooperative training (DCT) programs. The implementation guide gives information on (1) preparing IDECC materials for use, (2) becoming acquainted with learning activity packages, (3) use of the system, (4) the core curriculum , and (5) training plans. The competency-based core curriculum, part 1 of a curriculum for DE-DCT programs (junior year), includes an implementation guide and DE, DCT, and economics-career exploration-employability skills curricula. Each core curriculum presents instructional units composed of topics based on competency statements with IDECC code, number of behavioral objectives, and suggested learning resources. An implementation guide, sample training agreement, and training plans for twenty-two occupations comprise part 2 of the curriculum (senior year) competency-based training plans. Competencies not included in the core curriculum have been grouped to form instructional topics. Teachers and training sponsors select tasks/competencies to be developed at the training station or through one of five different instructional strategies. (YLB)

ED 182 525 CE 024 086

*Connelly, Tom, Jr. Clark, Dan*

**Developing Interdisciplinary Education in Allied Health Programs. Issues and Decisions.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date-79

Grant-PHS-5-D12-AH90131

Note-46p.; Research prepared through the Allied Health Education Project.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrative Personnel, *Administrator Responsibility, Change Agents, Change Strategies, Decision Making, Educational Change, Educational Innovation, *Health Occupations Education, Health Personnel, *Health Services, *Interdisciplinary Approach, Organization, *Program Administration, Program Content, *Program Development

Identifiers-*Allied Health Education, Allied Health Professions

By definition allied health education operates in a dynamic environment influenced by the diciplines it represents, the educational system in which it resides, and the complexities of the health care delivery system which it serves. Well-designed and implemented interdisciplinary programs would assist allied health administrators in answering the needs of its diverse publics. Historically, an interdisciplinary approach in the health sciences has been demanded by these forces. Unfortunately, with its multiple definitions, interdisciplinary education confuses and poses problems for administrators attempting to implement the approach. An administrator of the allied health unit must address issues related to the tools of production (organization of the program, faculty, and curriculum), the raw material (students), and the final product (the reality of the outcome of interdisciplinary efforts). Perhaps the biggest challenge for the administrator is not only to facilitate development of innovative instructional forms, but also to deal with complex organizational change. Specific administrative decision making occurs at two levels: (1) those decisions which begin the change process including organizational goal setting, problem diagnosis, and postures necessary for interdisciplinary development and (2) those which relate to the issues of implementation and maintenance of interdisciplinary activity (program operation). (YLB)

*Pritchard, Jim Espy, John*
**Nuclear Technology. Course 31: Quality Assurance Practices. Module 31-8, Document Handling, Storage and Retrieval for Quality Assurance.**
General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-27p.; Small, light type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Course Content, Energy, Learning Activities, Learning Modules, Management Systems, *Nuclear Physics, Postsecondary Education, *Quality Control, *Recordkeeping, *Records (Forms), Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This eighth in a series of eight modules for a course titled Quality Assurance Practices describes the records management program for the collection, storage, and maintenance of records. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality

Control Technology.) (LRA)

ED 182 699 CS 005 252

*Moe, Alden J. And Others*

**The Literacy Requirements of an Electrician on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Note-63p.; For related documents see CS 005 141-142 and CS 005 247-254
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Electricians, *Job Skills, *Literacy, Reading Skills, Teaching Methods, Trade and Industrial Education, Vocabulary
Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about electricians. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that electricians need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 813 EA 012 405

*Harris, C.*

**Competency-Based Education What It Spells for Teachers and Students. Draft.**

Pub Date-13 Jan 80

Note-14p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, Jan. 11-15, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Educational Problems, Elementary Secondary Education, Graduation Requirements, Individualized Instruction, Instructional Innovation, *Performance Based Education, Program Descriptions, *Student Role, *Teacher Role

This paper explains competency-based education and its positive and negative aspects. The author cites accountability, better instructional plans, and increased opportunity for student success as positive aspects. Problems mentioned include adjusting to new terminology and more record-keeping. Typical components of competency-based instructional models are listed as performance objectives, prerequisite experiences or skills, preassessment, instructional-learning activities, postassessment, and new performance objectives or termination. The author also briefly defines several other aspects of competency-based education, including development of a module, individualized instruction, scheduling, lesson presentation, recordkeeping, budgetary adjustment, increased assessment, teacher accountability, and minimum competency testing for graduation. He mentions how and why several of these and other aspects of competency-based education will require personal adjustments by students. In a concluding section, several related concerns still needing clarification are listed. (Author/JM)

ED 182 862 EA 012 504

**Guide to Energy Management in Schools.**
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency-Oklahoma State Dept. of Energy, Columbus.
Pub Date-79
Grant-291-22-G-4014-11
Note-151p.; Some charts may not reproduce clearly due to small print
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Data Bases, Elementary Secondary Education, *Energy, *Energy Conservation, *Management, Program Evaluation, Program Planning, Records (Forms)
Identifiers-*Energy Audits, Oklahoma, *Public Schools Energy Conservation Service

This guide has been prepared to assist Oklahoma school officials in developing an energy management plan. It consists of a compilation of materials drawn from a number of local, state, and federal resources. A model organizational structure is shown that could be adapted by each district in organizing an energy plan. The necessity of an energy data base is explained and the elements to be included in the data base (building profile, energy audit, weather data, and transportation data) are discussed. An energy management committee is advised to set up realistic but challenging goals for their energy conservation program. Necessary data are specified for a self-evaluation survey of total school energy consumption in order to determine whether or not the energy conservation program is succeeding. A series of energy saving recommendations are made for specific school departments. The appendices contain reference materials as well as instructions and forms for tabulating and graphing energy consumption. Instructions for describing schools in order to enter data in the Public Schools Energy Conservation Service (PSECS) computer program are also included. (MLF)

ED 182 971 FL 008 974

**Power Transformers: Technical Terminology Bulletin. Terminotech, Vol.2, No. 6.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-14p.
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to power transformers. A brief narrative on the subject is presented in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 449 CE 023 843

*Hittleman, Daniel R.*
**A Work-Related Functional Literacy Program. Final Report.**
Jobs for Youth, Inc., New York, N.Y.
Pub Date-Nov 79
Note-55p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Education, Curriculum Development, *Disadvantaged Youth, *Education Work Relationship, Formative Evaluation, Job Skills, Job Training, Literacy, *Literacy Education, *Out of School Youth, *Performance Based Education, Program Design, Program Development, *Remedial Reading Programs, School Holding Power, Student Evaluation, Summative Evaluation, Unemployment, Youth Programs
Identifiers-Jobs for Youth, *New York (New York), Right to Read Academy

NY

To provide instruction in work-related reading, writing, and mathematical computation, Jobs for Youth established a Right-to-Read Reading Academy. Program objectives were (1) to develop and expand work-related instructional tasks, competency pre- and post-tests, and work-related curriculum and (2) to provide service in this area for out-of-school, out-of-work youth with poor basic and job-related skills in New York City. Jobs for Youth's association with the public and private sectors of educational institutions and industry, community involvement, and qualified staff benefited the reading academy program. The program provided such retention incentives as stipends and job placement for participants recruited primarily through referrals. The Reading Academy project was incorporated into an educational services component of Jobs for Youth. Other components were employer services, counseling, and operations. Designed to equip youth with the functional competencies needed to make the transition to work, educational services used a competency-based curriculum to ensure a match between

academic'' skills (education) and actual job demands (work). In a laboratory setting both commercial and homemade'' materials were used. Evaluation processes involved student assessment, formative program assessment, and summative evaluation. (YLB)

ED 182 468 CE 023 973

*Dauzat, Sam V. Bryant, Nerissa*

**Competency-Based Adult Education Sample Activities.**

Louisiana Tech Univ., Ruston. Coll. of Education.

Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Pub Date-78

Grant-ABE-1A-1978

Note-428p.; Parts of this document may not reproduce well due to small type

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC18 Plus Postage.**

Descriptors-*Adult Basic Education, American Government (Course), Community Resources, Consumer Education, Health Education, Job Skills, *Learning Activities, Occupational Information, *Performance Based Education

For use by adult basic education teachers, this curriculum guide is intended as a frame of reference for building a total instructional program designed around a competency-based and skill-based curriculum. The 104 sample activities are categorized under subheadings of the following topics: Occupational Knowledge, Health, Government and Law, Consumer Economics, and Community Resources. Format for each activity includes introduction, directions, and the performance section containing information sheets, exercises, problems to solve, etc., with answer keys when applicable. Activities provide general information and offer the student the opportunity to apply reading, writing, computation, and/or problem solving skills. A program sheet is included on which relevant activities are suggested for each item in the Adult Performance Level (APL) Survey so that the test may be used for diagnostic and prescriptive purposes if desired. (JT)

ED 182 488 CE 024 012

*Ripley, Randall B. And Others*
**Areawide Planning in CETA. R & D Monograph 74.**
Ohio State Univ., Columbus. Mershon Center.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date-79
Grant-DL-21-39-75-10
Note-147p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-000-00388-4).
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Employment Programs, Federal Programs, *Management, *Planning, *Program Development, *Program Effectiveness, Success Factors
Identifiers-*Comprehensive Employment and Training Act, *Prime Sponsors

An intensive study was conducted of areawide planning for the implementation of Title II A, B, and C (formerly Title I) of the Comprehensive Employment and Training Act (CETA), as performed by prime sponsors to meet the needs of their communities. The central objectives of the research were (1) to describe the planning systems that have emerged, (2) to relate the features of planning systems to contextual factors, and (3) to explore the links between these planning systems and program performance. Intensive field work was done in twelve prime sponsorships which were selected because they were reputed to take planning seriously. Results were compared on some questions with national averages and with observations in thirty other prime sponsorships in which intensive field work was done for previous studies. Three major models of planning were observed in the field work studies, as well as a group of exemplary approaches to critical elements of planning and management. The most general finding was that careful planning by prime sponsorship staff does have the potential for helping improve program performance. However, planning was found to be only one of a number of aspects of prime sponsorship management that needs to be handled well in order to achieve programmatic goals. Fortunately, these elements of management are highly manipulable at the local level, and non-manipulative elements of local context such as economic conditions do not create severe restraints on what can be achieved. (Observations and specific recommendations for improving prime sponsor activities are included for review and implementation.) (BM)

ED 182 544 CE 024 138

*West, Leonard J.*

**Instructional Concepts for Occupational Education. Special Interest Paper. An Occasional Publication for Selected Audiences, No. 20.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.; City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date-Jan 80
Note-13p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Achievement, *Behavioral Objectives, *Behavior Change, Career Education, Curiosity, Discovery Learning, *Discovery Processes, Discrimination Learning, Generalization, *Learning Motivation, Learning Processes, *Learning Theories, Prompting, *Reinforcement, *Stimuli, Student Behavior, Student Motivation, Success Factors, Teaching Techniques

Teachers and teacher educators seem to be little aware of some major concepts about instruction that provide important insights into the central requirements for learning. A common misconception is that motivation has to do with wanting or desiring. It is instead attention to stimuli that is influenced by two powerful agents (1) suspense, discovery, curiosity and (2) reinforcement. Introduction of new learning by the arousal and subsequent relief of curiosity is one important motivational tactic. Reinforcement for correct responses or prompt knowledge of results leads to increased student success at the task, which is the most powerful motivator for learning. Student errors can either be corrected immediately to maximize student success or planned by the instructor to result in learner annoyance or perplexity to lead him into the desired responses. Guidance or prompting should be limited to early stages of learning; confirmation of unprompted responses should characterize the vast bulk of instruction. Student behavior should be shaped through a series of successive approximations to the eventaul terminal behavior by specifying in measureable terms the standard of acceptability at each stage of learning. Explicit generalization of discrimination training, as applicable, is recommended for presenting the confusable elements present in every learning task. (YLB)

ED 182 655 CG 014 154

*McLaughlin, T. F. And Others*

**Instructor Feedback to Students: Effects on Subsequent Course Ratings.**

Kansas Univ., Lawrence. Support and Development Center for Project Follow Through.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-OEG-0-8-522422-4433

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavioral Science Research, Behavior Patterns, *College Students, *Course Evaluation, *Faculty Evaluation, *Feedback, Higher Education, Questionnaires, *Reinforcement, Research Projects, Situational Tests

Identifiers-*Responses

The effects of feedback letters sent to students thanking them for their course ratings were examined in two experiments. In the first study, students who initially rated the course highly were not affected by the feedback letters. However, after being exposed to poor instructional materials (an inadequately prepared study guide), students who received feedback rated the course more positively than students who received no feedback. In the second experiment, students who rated the course highly during the early part of the term were unaffected by a thank-you letter from the instructor. Students who initially rated the course at a low level significantly increased their ratings following feedback. The results of both studies suggest that a simple thank-you letter from the instructor can improve low ratings. (Author)

ED 182 721 CS 005 280

*Peterson, Rosemary*

**Beginning Reading In ECE and the Bilingual Classroom.**

Pub Date-79
Note-12p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Associative Learning, *Beginning Reading, Bilingual Education, *Cognitive Processes, Developmental Stages, Early Childhood Education, *Learning Theories, *Reading Instruction, Reading Readiness, Teaching Methods, Word Recognition
Identifiers-*Piaget (Jean)

A rationale for teaching beginning reading from a learning theory perspective that is compatible with Jean Piaget's theory of cognitive development is presented in this paper. The model offered is based on a linguistic analysis and on current research. The logical thinking skills characteristic of each stage of development proposed by Piagetian theory are related to the model and contrasted with cognitive-based approaches to beginning reading. The continuing public concern for teaching the basic skills is discussed in terms of the three types of knowledge described by Piaget. The paper notes that current research with learning handicapped and culturally different children stresses the importance of differentiating decoding from those tasks appropriately labeled developmental. It concludes with suggestions for applications of these principles to beginning reading, remedial reading, and the bilingual classroom. (Author/FL)

ED 182 743 CS 005 318

*Cole, John Y., Ed. Gold, Carol S., Ed.*

**Reading in America 1978: Selected Findings of the Book Industry Study Group's 1978 Study of American Book-Reading and Book-Buying Habits and Discussions of Those Findings at the Library of Congress on October 25 and 26, 1978.**

Book Industry Study Group, Inc., Darien, Conn.
Pub Date-79
Note-97p.
Available from-Information Office, Library of Congress, Washington, DC 20540 ($4.95).
Pub Type- Collected Works - General (020) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*National Surveys, Publishing Industry, Reading Ability, *Reading Habits, Reading Instruction, Reading Interests, *Reading Research, Research Methodology, School Role, Seminars

This book contains selected findings of a survey of the reading habits of Americans sponsored by the Center for the Book in the Library of Congress and the Book Industry Study Group, Incorporated, and discussions of those findings by participants in a seminar sponsored by the same organizations. Various sections of the book contain remarks on the survey report by four representatives of the book and educational communities; the survey report, including a review of previous research, selected references, and highlights of the findings; a discussion of the survey by members of the seminar, emphasizing the state of research, the schools and the teaching of reading, and ways of reaching new readers; and letters written by the participants concerning various points raised in the report and at the seminar. Appendixes present a list of participants and a summary of the American Library Association Gallup Organization Survey. (FL)

ED 182 905 EC 123 072

*Littman, Karen Leslie, Lin*

**Preschool Recreation Enrichment Program (PREP). Final Report. Associated Learning Through Developmental Play: Providing Life Experiences Through Recreation and Physical Education for Handicapped Preschool Children.**

Maryland - National Capital Park and Planning Commission, Riverdale.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-1 Nov 78
Grant-G007500555
Note-157p.; Parts of the document are marginally legible and will not reproduce will; See EC 123 070-071 for the Manual and Implementation and Resource Guide
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Child Development, Conceptual Schemes, Enrichment Programs, *Handicapped Children, Language Development, Models, Motor Development, *Physical Recreation Programs, Pilot Projects, Preschool Education, *Preschool Programs, *Program Descriptions, *Psychomotor Skills, Self Concept, Social Development
Identifiers-*Preschool Recreation Enrichment Program

The document two thirds of which consists of appendixes presents the final report of Project PREP (Preschool Recreation Enrichment Program), which evaluated a handicapped preschool children's recreation program emphasizing motor, socialization, self concept, and language development. The need for preschool recreation programs for handicapped children is briefly reviewed, along with project goals and perceived benefits and the literature on early intervention motor development programs. A chronological sequence of project activities that led to the testing and development of the PREP model and materials is presented for each of the project's 3 years. The activities of the first year focused on the development of a prototype recreation program for preschool handicapped children, and the pilot testing of that program. Major activities of the second year included an experimental study of the effects of the PREP model with preschool handicapped children, and a revision of PREP materials based on evaluation data. In the third year, the revised PREP model and materials underwent preliminary field testing, and final revisions were made to the materials. The project culminated with the completion and dissemination of two products: the PREP Manual and the PREP Implementation and Resource Guide. Appendixes include the results of several PREP surveys and studies, and assessment and evaluation forms. (DLS)

ED 182 994 FL 010 889

*van Naerssen, Margaret M.*

**Improving English Medical Recordings by Foreign Medical Graduates.**

Pub Date-Aug 78

Note-23p.; Paper presented at the conference of the Association Internationale de Linguistique Appliquee (Montreal, Quebec, Canada, August 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Abbreviations, *Communicative Competence (Languages), Connected Discourse, Discourse Analysis, English (Second Language), *English for Special Purposes, *Error Analysis (Language), *Foreign Medical Graduates, Language Proficiency, *Language Research, Medical Services, Medical Vocabulary, Phonology, *Recordkeeping, Speech Communication, Standard Spoken Usage, Syntax, Vocabulary

Identifiers-*Dictation

The quality of hospital medical records, which are usually maintained by transcribing from doctors' dictation, was found to suffer because of foreign medical graduates' phonological problems and lack of familiarity with good dictation procedure. As a step in correcting this situation, eight taped discharge summaries were subjected to an analysis of the following features: (1) phonology (medical abbreviations); (2) lexicon (technical vocabulary and verbs); (3) syntax (copula, prepositions, and relative clauses); and (4) discourse (mean length of utterance, pronouns, and active/passive choice). Results of each phase of analysis are reported in narrative and briefly commented on. Appendices include a bibliography, a checklist for clarity in dictating records, a sample discharge summary, a table of general comments on features by topic, and lists of verbs and abbreviations with their frequency of use in the records that were analyzed. (JB)

ED 182 789 CS 502 813

*Vian, Kathleen Spangler And Others*

**Interactive Group Modeling: Part 2. An Interactive Monitor.**

Institute for the Future, Menlo Park, Calif.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.

Report NO.-R-45

Pub Date-Aug 79

Grant-MCS77-01424

Note-33p.; For related documents see CS 502 812-815

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Communication (Thought Transfer), *Communications, *Computer Programs, *Computers, Conferences, Futures (of Society), *Group Relations, Interaction, Networks, Research Projects, *Telecommunication, *Teleconferencing

This is the second of four reports of the Interactive Group Modeling project an undertaking designed to extend group communication through computers to support the more task-focused communication required by those building computer models. The report focuses on the HUB system a system that facilitates communication in four modes: computer conferences, shared visual spaces, program workspaces, and document workspaces. Specifically, the report introduces the concept of interactive monitoring of group communication and explores the uses and impacts of the HUB monitor. (FL)

ED 182 948 EC 123 217

*Proger, Barton B. And Others*
**Guidelines for Applying Atypical Educational Procedures and for Conducting Research Within the Montgomery County Intermediate Unit: Official Administrative Procedures.**
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date-Dec 79
Note-26p.; A document for assisting staff members and the student records officer's Institutional Review Committee for Research Requests''
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Data Collection, Exceptional Child Research, Guidelines, *Handicapped Children, *Research Design, *Research Methodology

Guidelines are set forth regarding the conduct of research involving staff members as subjects or dealing with the Montgomery County (PA) Intermediate Unit as a whole. The term research is seen to include all types of data gathering that occurs within the unit, including multiple Intermediate Unit research, gathering data on the Intermediate Unit as a whole, data collection for routine program administration purposes, and data collection from staff members as private individuals and not as members of the agency. The research clearance process is detailed, and procedures for submitting federally funded and nonfederally funded research requests are described. An appeals process, further research review, research findngs dissemination, and monitoring aspects are also reviewed. Sample forms are appended. (CL)

ED 182 972 FL 009 030

**Lighting Lamps: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 9.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-14p.
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to lighting lamps, and specifically to the incandescent lamp. A brief narrative on the subject is included in both French and English. An English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 431 CE 023 595

*Farris, Charlotte J.*

**Vocational and 4-H Youth Group Members Knowledge and Attitudes Concerning Expanding Roles.**

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-Extension Service (DOA), Washington, D.C.; New York State Cooperative Extension Service, Albany.; New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Pub Date-Sep 78

Note-27p.; For a related document see CE 023 593

Available from-Project MOVE, State University of New York College of Technology, 871 Court Street, Utica, NY 13502 ($1.00).

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adolescents, Changing Attitudes, Family (Sociological Unit), Females, Labor Force, Males, *Secondary School Students, Sex Differences, *Sex Role, Social Change, State Surveys, *Student Attitudes, Student Organizations, *Vocational Education, Youth Clubs

Identifiers-4 H Clubs, New York, Project MOVE

A survey research study was conducted to determine the range and attitudes of youth in New York State vocational and 4-H organizations concerning traditional and changing sex roles. The survey instrument consisted of two parts: a short multifactor true/false quiz to sample knowledge of changes in male and female participation in employment, family, and marriage situations (test-retest reliability .55) and an attitude measure on the same variables plus educational and social activities (Spearman-Brown .62 reliability). Random sampling techniques, including stratification for region and vocational group, were used for every organization except 4-H. A total of 1218 scorable surveys were returned: 862 from females, 356 from males. Although knowledge among the respondents appeared to increase with age, survey results indicated that youths are not as knowledgeable as adults about changes in the labor force and the family and that they tend to hold traditional sex role expectations. Attempts to promote more liberal sex-role attitudes have apparently been more successful with females, since males were significantly less knowledgeable and more traditional in attitudes about changing roles. Further research should concentrate on reasons for the differences in response among the sexes and appropriate intervention strategies. (Author/MEK)

ED 182 563 CE 024 248

*Pelton, Dick Espy, John*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-3, Hydrostatic Tests.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-37p.; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This third in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I describes the principles and practices associated with hydrostatic testing. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

*Groseclose, Richard*

**Nuclear Technology. Course 29: Civil/Structural Inspection. Module 29-1, Inspection of Construction Operations.**

General Physics Corp., Columbia, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0340
Note-64p.; Small type in figures will not reproduce well; For related documents see CE 024 245-298
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Construction Management, Course Content, Energy, *Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education
Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This first in a series of six modules for a course titled Civil/Structural Inspection describes engineering and construction activities associated with the construction of a nuclear power plant. In addition, the module describes the equipment and materials used and some of the inspection operations which may be performed by the quality assurance/quality control technician. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 608 CE 024 293

*Spaulding, Bruce*

**Nuclear Technology. Course 32: Nondestructive Examination (NDE) Techniques II. Module 32-1, Fundamentals of Ultrasonic Testing.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-85p.; Small, light type in some figures will not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Course Content, Energy, Inspection, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests

Identifiers-Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology, Ultrasonic Tests

This first in a series of six modules for a course titled Nondestructive Examination (NDE) Techniques II introduces the student/trainee to the basic behavior of ultrasound, describes ultrasonic test equipment, and outlines the principal methods of ultrasonic testing. The module follows a typical format that includes the following sections: (1) introduction, (2) module prerequisites, (3) objectives, (4) notes to instructor/student, (5) subject matter, (6) materials needed, (7) procedures, (8) data table, (9) reference materials, (10) test. (The course is one of fifteen technical courses for the second year of a two-year postsecondary curriculum in Nuclear Quality Assurance/Quality Control Technology.) (LRA)

ED 182 631 CG 014 120

*Powell, Don R.*

**The Effect of a Multiple Treatment Program and Maintenance Procedures on Smoking Cessation.**

Pub Date-5 Sep 79

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Maintenance, *Program Effectiveness, Program Evaluation, *Self Control, *Smoking

Identifiers-*Behavior Modification, *Success

The efficacy of a multiple treatment smoking cessation program and three maintenance strategies was evaluated. Phases I and II of the study involved 51 subjects who participated in a five-day smoking cessation project consisting of lectures, demonstrations, practice exercises, negative smoking, and the teaching of self-control procedures. At the program's termination Phase III commenced and all subjects were randomly assigned to one of three maintenance conditions: (1) a four-week support group which offered an opportunity to discuss feelings and thoughts; (2) a four-week telephone contact system which enabled group members to call one another; and (3) a no contact control group. Extensive follow-up data were collected at the end of treatment and at two months, while only abstinence data were gathered at four months and at six months post-treatment. In addition, recidivists were required to complete a Return to Smoking Questionnaire.'' Results indicated that the treatment program was extremely effective: 100% of the subjects were abstinent at the end of treatment and 76.5% were abstinent six months post-treatment. Recidivists reported a smoking rate that was 52% of baseline at the six month time period. There were no significant differences among the three maintenance conditions. (Author)

ED 182 678 CG 014 220

*Cook, Patricia Stewart, Ellen*

**Counseling Needs of the Older Adult. Module 44.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-113p.

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Adult Counseling, Bias, *Counselor Attitudes, Couqselors, *Helping Relationship, *Listening Skills, Needs, *Older Adults, *Problem Solving, Reactive Behavior, Self Evaluation, Skill Development

Identifiers-*Aging

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module, designed for helping professionals who work with older adults, attempts to help participants: (1) examine personal biases about older adults; (2) understand critical issues facing older adults; (3) identify strengths and weaknesses in listening and attending behaviors; and (4) apply problem solving strategies in helping others. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 182 765 CS 205 428

*Bryan, Mary Anna Agee, W. Hugh*
**Poetry Preferences among High School Students. Studies in Language Education Report No. 37.**
Georgia Univ., Athens. Dept. of Language Education.
Pub Date-Dec 79
Note-47p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Age Differences, Comparative Analysis, Elementary Secondary Education, High School Students, Interest Research, Literary Conventions, *Literature Appreciation, *Poetry, *Reading Interests, *Student Attitudes, *Student Interests
Identifiers-*Preferences

Results of a survey of 165 high school students' responses to 100 poems were analyzed and compared to the poetry preferences of elementary school students in a similar study conducted by Ann Terry in 1974. The results showed that humorous and narrative poems appealed to a wide age range. Four of the five most popular poems in the high school survey were narratives. Students of all ages tended to dislike the same poetic forms, especially haiku and free verse. Of the 25 least popular poems in both the high school and the Terry surveys, 13 poems appeared on both lists. In the high school survey, most of the preferred poems were rhymed, while most of the least liked poems were not rhymed. The older students responded more positively to poems in which sound was subtle or musical in quality. Students did not like poems that they did not understand, explaining the unpopularity of haiku. Figurative language and imagery made poetry difficult to understand among the young children in the Terry study and the high school students with low reading comprehension. Since a number of poems with involved imagery and figurative language got favorable responses in the high school survey, maturity seems to be an important factor in the positive response to these poetic devices. (RL)

ED 182 838 EA 012 472

*McGhehey, Marion A.*

**Governance and Finance.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-23p.; Chapter 1 of The Yearbook of Higher Education Law 1979'' (EA 012 471); For related documents, see EA 012 471-477

Available from-Not available separately; See EA 012 471

Pub Type- Legal/Legislative Regulatory Materials (090) - Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors-Court Litigation, *Educational Finance, *Governance, *Higher Education, *Private Colleges, *States Powers, Taxes

Identifiers-*Tax Exemptions

This chapter examines federal and state court cases from 1978 that deal with the organization of public higher education, state authority in higher education, intergovernmental relations, tax exemptions, wills and trusts, private higher education, and school finance. The author suggests that the lack of cases concerning open meeting laws indicates that the colleges and universities may have determined the meaning and interpretation of these laws sufficiently to avoid costly, time-consuming litigation. (Author/IRT)

ED 182 886 EC 122 933

*Litch, Sarah*

**Towards the Prevention of Mental Retardation in the Next Generation. Volume I.**

East Allen County Schools, New Haven, Ind.

Spons Agency-Indiana State Office of Education, Springfield. Dept. of Innovative Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-479p.; A Health Education Curriculum: Course of Study-Resource Manual for Junior and Senior High School Students; Print is small and variable on some pages; For related information, see EC 122 934

Available from-East Allen County Schools, 1240 U.S. 30 East, New Haven, IN 46774 ($12.00)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Non-Print Media (100)

**EDRS Price - MF01/PC20 Plus Postage.**

Descriptors-Check Lists, Curriculum Guides, *Family Life Education, Instructional Materials, *Lesson Plans, *Mental Retardation, *Parenthood Education, Pregnancy, *Prevention, Resource Guides, Secondary Education, Sex Education, Teaching Guides

Intended for teachers of junior and senior high school students, the document outlines a course on the prevention of mental retardation through education of future parents. Introductory matter suggests that the teacher take 15 classes to cover the material. Lessons are organized into seven major areas: introduction to mental retardation and responsibilities of the teenager, woman and man, woman and man planning for a child, pregnant woman and father, woman in labor and birth and the father, and mother and father of the newborn. Information on each lesson includes the following: objectives, a pretest to test the knowledge and attitudes of students before the lesson, background information for the teacher, an outline of the mini-lecture presentation for the students, classroom experience options, outside classroom experience options, an action checklist, a posttest, and selected references. Masters for dittos and transparancies and lists of community and state agencies, government agencies, audiovisuals, and directories are also given. (SBH)

ED 182 927 EC 123 143

*Meyen, Edward L. Altman, Reuben*

**Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 8.0: Developing/Materials and Media. Competencies 8.1 through 8.3.**

Missouri Univ., Columbia.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Report No.--351359
Pub Date-May 74
Grant-OEG-0-71-3675(603)
Note-548p.; Special Education Curriculum Training Center Special Project; For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Objectives, Consultants, *Curriculum Development, Evaluation Criteria, *Gifted, *Handicapped Children, *Instructional Materials, *Instructional Media, *Performance Based Teacher Education, *Resource Centers, Teaching Guides

Part 8 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of materials and media. Three competencies are considered: (1) that a curriculum consultant should be capable of providing direction in the development of teacher made instructional materials, (2) that a curriculum consultant should be capable of maximizing the use of instructional media by the teaching staff, and (3) that a curriculum consultant should be capable of providing direction in the establishment or revision of a local resource center. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

ED 183 016 FL 011 029

**English Language Testing. General Information Series No. 20. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Arlington, Va.; National Indochinese Clearinghouse and Technical Assistance Center, Arlington, Va.
Spons Agency-Office of Refugee Affairs (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-ORA-600-78-0061
Note-35p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Achievement Tests, Bibliographies, Check Lists, Cloze Procedure, *English (Second Language), *Indochinese, Language Instruction, *Language Skills, *Language Tests, Listening Tests, *Refugees, Resource Materials, Second Language Learning, Speech Skills, Student Placement, Student Testing, *Test Selection, Writing Skills

Principles of test selection in English as a second language (ESL) are introduced to teachers of Indochinese refugees. No previous knowledge of ESL testing on the part of the teacher is assumed. A discussion of the characteristics of a good ESL test emphasizes the appropriateness of the test for non-native speakers, validity, reliability, and practicality. Specific types of tests are described, including: (1) discrete-point tests, exemplified by the Structure Tests-English Language (STEL) and Comprehensive English Language Test (CELT); (2) oral proficiency tests, such as the John Test and the Ilyin Oral Interview; and (3) Cloze tests as measures of readability and language ability. A guide to developing a strategy for language testing explains procedures for placement, progress, and final achievement assessment. Finally, a guide to classroom testing outlines actual procedures for administering listening, reading, speaking, and writing tests. A checklist of principles that should be observed in classroom testing is included. A bibliography of tests and teacher resources is appended. (JB)

ED 182 700 CS 005 253

*Moe, Alden J. And Others*

**The Literacy Requirements of a Welder on the Job and in a Vocational Training Program.**

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-50p.; For related documents see CS 005 141-142 and CS 005 247-254

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Job Skills, *Literacy, Reading Skills, Teaching Methods, Trade and Industrial Education, Vocabulary, *Welders

Identifiers-*Job Literacy

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about welders. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and in three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that welders need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (AEA)

ED 182 744 CS 205 394

*Abruzzese, Anthony A.*

**Effective Communications through Educational Cognitive Style. A Position Paper.**

Pub Date-Oct 79
Note-24p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cognitive Style, *Communication (Thought Transfer), *Communication Skills, English Instruction, Higher Education, Interaction, Interaction Process Analysis, *Interpersonal Competence, *Interpersonal Relationship, Language Processing, *Language Styles, Language Usage, Learning Characteristics, Secondary Education

Educational cognitive style refers to a person's preferred ways of gathering meaning from surroundings. It involves four groups of behaviors: receiving, expressing, reasoning, and handling the receiving/expressing in specific settings or modalities. A comparison of communication and educational cognitive style shows that several ideas are common to both concepts. By using the results of various cognitive style measurement instruments, teachers can discover how persons prefer to receive messages, the kinds of settings they prefer, the reasoning patterns they use to make decisions, and their preferred methods of expressing messages. When this information is assembled and analyzed, the communication process can be made more personal, thus more effective. (RL)

ED 182 814 EA 012 408

*Howell, Bruce*

**The School in the Middle What's So Special About It?**

Pub Date-14 Jan 80

Note-7p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 1-15, 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, *Middle Schools, *Program Development, Speeches

This paper, in discussing the implementation of middle schools, makes six recommendations: (1) the program should reflect the needs of individual students; (2) the curriculum and schedules should accommodate an appropriate amount of independent study time paralleling the maturity of the individual; (3) the program should incorporate a non-graded schedule that, on a daily basis, would permit social and academic integration; (4) the curriculum should focus on teaching individuals how to learn; (5) the school climate should focus on the individual socially, psychologically, and academically; and (6) the special teacher training and certification needs necessary to cope with the emerging adolescent should be recognized. (Author/LD)

ED 182 863 EA 012 505

**Pupil Transportation Growth and Final Calculation. Fiscal Year 1979-80.**

Kentucky State Dept. of Education, Frankfort. Bureau of Administration and Finance.
Pub Date-Jan 80
Note-27p.
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Average Daily Attendance, Calculation, *Costs, Elementary Secondary Education, *Enrollment Rate, *School Districts, *School Statistics, *Student Transportation, Tables (Data)
Identifiers-*Kentucky

This bulletin contains information concerning the total annual calculated cost for pupil transportation for those Kentucky school districts that provide this service. The tentative calculated cost figures are based on the districts' reports for the 1978-79 school year. Under the Minimum Foundation Program the major portion of the district's allotment for pupil transportation for the current year is based on the district's cost for this service for the previous school year. The primary purpose of this bulletin is to show the calculation for growth in pupils and the final calculated pupil transportation costs for the 1979-80 school year. (Author/MLF)

ED 182 489 CE 024 015

*Clark, Gene M.*
**Career Education for the Handicapped Child in the Elementary Classroom.**
Love Publishing Company, Denver, Colo.
Pub Date-79
Note-216p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Career Development, *Career Education, Daily Living Skills, Delivery Systems, *Elementary Education, *Handicapped Children, Handicapped Students, Individual Development, Job Skills, *Learning Activities, Models, *Objectives, Occupational Information, *Program Development, Program Planning, Resource Materials, Social Development

Intended for teachers, counselors, principals, curriculum coordinators, career education specialists, and special educators at the elementary level, this book presents a career education model for handicapped children as well as practical ideas. The first chapter introduces the concept of career education, including definitions, a rationale for career education programming, the basic career education models, and a proposed model for the handicapped. The remaining chapters are in a how-to'' format, outlining ideas for justifying, planning, and conducting instruction to help handicapped children relate their personal, social, and occupational development to their life careers. Chapters 2-5 discuss career education programming for (1) values,

ED 182 526 CE 024 087

**Mental Health/Human Service Worker Activities. The Process and the Products. A Report of Phase I Paraprofessional Worker Certification Project.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-National Inst. of Mental Health, Rockville, Md. Paraprofessional Manpower Development Branch.

Pub Date-79

Grant-NIMH-1-T41-MH-14520-MHST

Note-128p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Health Occupations Education, *Human Services, *Job Analysis, *Job Skills, *Mental Health, National Surveys, *Paramedical Occupations, *Paraprofessional Personnel

Identifiers-*Mental Health Workers

Phase 1 of the Paraprofessional Worker Certification project defined and described the content and characteristics of mental health/human service work. Empirical data collected in several earlier projects was subjected to two forms of validation on a national basis. On a job analysis survey workers in the field indicated the frequency with which they performed tasks in the first validation.
Hierarchical-grouping-statistical procedures were used to analyze these data and to group related tasks into clusters from which forty competency statement constructs were derived. A second validation of the competency statements involved obtaining scaled data which identified the relative frequence, importance to client, and potential risk to client (if poorly done) for each competency. Respondents (supervisors,

ED 182 656 CG 014 158

*Tetlock, Philip E.*

**The Social Consequences of Defensive and Counterdefensive Attributions.**

Pub Date- 79

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adults, *Attribution Theory, Behavioral Science Research, Negative Attitudes, *Performance Factors, Research Projects, Self Concept, *Simulated Environment, *Teacher Evaluation, Teaching Methods

Identifiers-*Failure, *Success

In an impression explanation of couqterdefensive attributions, the tendency of subjects is to accept primary responsibility for negative outcomes and to deny credit for positive outcomes. Counterdefensive attributions represent attempts at maximizing the esteem in which observers hold the actor. To test this hypothesis, a 2 x 5 simulation was carried out of Ross, Bierbrauer and Polly's (1974) experiment in which professional teachers gave moderately counterdefensive'' attributions for what they believed to be their successful or unsuccessful teaching performance. Simulation observers (N 100) learned that a particular teacher had either succeeded or failed and that he either did not explain or had offered one of four different explanations for the performance outcome (a highly or moderately defensive or counterdefensive explanation). The results strongly supported the impression management analysis. In both failure and success conditions, observers evaluated the teacher most positively on ability and personality traits when he gave moderately counterdefensive attributions. Defensive attributions consistently elicited the most negative observer evaluations. (Author)

ED 182 722 CS 005 283

*Kita, M. Jane*

**Children's Concepts of Reading and Writing.**

Pub Date-79

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Beginning Reading, *Childhood Attitudes, Cognitive Processes, *Composition (Literary), Kindergarten Children, *Language Development, Primary Education, *Reading Research, Reading Skills, Textbook Content, Writing Skills

Identifiers-*Reading Attitudes

A study was undertaken to explore how five-year-old children approach becoming literate. Interviews consisting of eight core questions were conducted with each of 20 kindergarten children. The questions dealt with children's concepts about reading and writing, and about the purposes children establish for writing. Accompanying each set of questions were four pictures depicting people in various reading and writing situations. Following the interviews, the children were asked to complete a writing sample on a topic of their choice. The writing samples and interview data seemed to indicate that children may possess a certain tacit awareness of how written language operates. Their writing samples exhibited a linguistic awareness beyond their abilities to discuss it in any abstract sense or through metalinguistic explanations. The content of the writing samples and interview responses indicated that reasons for writing are far more definite than reasons for reading. In addition, the children identified pictures to be of great significance when reading books. This suggests that beginning reading materials that contain illustrations accompanied by predictable text will make sense to the young reader and that such texts used with

ED 182 790 CS 502 814

Vian, Kathleen Spangler And Others
**Interactive Group Modeling: Part 3. HUB and the Modeling Process.**
Institute for the Future, Menlo Park, Calif.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.
Report NO.-R-46
Pub Date-Aug 79
Grant-MCS77-01424
Note-35p.; For related documents see CS 502 812-815
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Communication (Thought Transfer), *Communications, *Computer Programs, *Computers, Conferences, Futures (of Society), *Group Relations, Interaction, Networks, Research Projects, Telecommunication, *Teleconferencing

This is the third of four reports of the Interactive Group Modeling project an undertaking designed to extend group communication through computers to support the more task-focused communication required by those building computer models. The report focuses on the HUB system a system that facilitates communication in four modes: computer conferences, shared visual spaces, program workspaces, and document workspaces. Specifically, the report identifies potential roles of the HUB system in the modeling process and offers a preliminary taxonomy for mapping its uses. (FL)

ED 182 839 EA 012 473

*Piele, Philip K.*

**Property.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-19p.; Chapter 2 of The Yearbook of Higher Education Law 1979'' (EA 012 471); For related documents, see EA 012 471-477

Available from-Not available separately; See EA 012 471

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-Building Improvement, *Contracts, Court Litigation, *Educational Equipment, *Educational Facilities, Higher Education, School Buildings, *School Construction, *Zoning

The author notes that controversies over construction bids and contracts continue to represent the largest number of property cases reported in this year's chapter. Most of these cases are routine disputes between colleges or universities and contractors over such issues as the return of bid bonds, recovery of additional costs for construction delays, payment for extra work, reimbursement for increased costs of building materials, and recovery of damages for defective construction. Other areas examined include zoning issues, leases, and duty exemption for imported equipment. (Author/IRT)

ED 182 949 EC 123 218

*Tenney, Horace K., III And Others*

**Slow Dangerous Curve: Scoliosis and Posture Screening Handbook. Revised Edition.**

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Handicapped Children.
Report NO.-WSDPI-Bull-8541
Pub Date-Jun 79
Note-28p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Clinical Diagnosis, Elementary Secondary Education, Human Body, *Human Posture, *Identification, Medical Evaluation, Physically Handicapped, School Health Services, *Screening Tests
Identifiers-*Scoliosis

The yearly screening process to detect scoliosis (curvature of the spine) and poor posture in girls 10 to 14 and boys 13 to 14 is discussed. The purpose of the program is to detect deformities in their earliest stages to prevent progression. Photographs are interspersed with text on suggestions for planning the screening program, clothing, setting up the program, conducting the actual screening, and rescreening and followup. The involvement of the Bureau for Crippled Children is considered. Sample forms and letters are appended along with listings of references on scoliosis screening. (CL)

ED 182 973 FL 009 044

**The Moving-Coil Ammeter: Technical Terminology Bulletin. Terminotech, Vol. 2, No. 8.**

General Electric Co. of Canada, Ltd., Montreal, Quebec.
Pub Date- 77
Note-15p.
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Electricity, English, *French, Glossaries, Industrial Education, Instructional Materials, Language Instruction, *Languages for Special Purposes, *Second Language Learning, *Vocabulary, *Word Lists
Identifiers-Bilingual Materials, *Languages for Science and Technology

This issue of a bulletin of technological terminology is devoted to the moving-coil ammeter. A brief narrative on the subject is presented in both French and English. A English-French dictionary of terms comprises the bulk of the document. Explanatory illustrations are appended. (JB)

ED 182 995 FL 010 891

*Sherwood, Bruce Arne Cheng, Chin-Chuan*

**A Linguistics Course on International Communication and Constructed Languages.**

Pub Date-79
Note-15p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Artificial Languages, Bibliographies, *Course Descriptions, *Global Approach, Higher Education, International Relations, *International Studies, International Trade Vocabulary, *Language Instruction, Languages, Language Universals, Linguistics, Second Language Learning, *Speech Communication
Identifiers-*Esperanto

A course on international communication and constructed languages is described. General topics covered in the course included the roles various national languages have played in international communication, special forms of English, language practices and policies in international organizations and conferences, and the history and classification of constructed languages. Esperanto was taught as a specific example of a constructed language. Included in the course description are: (1) an outline of the course structure, (2) a list of the lectures given on various aspects of international communication, and (3) a description of the Esperanto part of the course. A bibliography of the University of Illinois holdings on these topics is included. (Author/AMH)

ED 182 450 CE 023 844

*Kimple, James, Jr. And Others*

**A Project to Communicate and Replicate a Model Career Education Program. Final Report, July 1, 1977-June 30, 1979.**

Jobs for Youth, Inc., New York, N.Y.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-30 Jun 79

Grant-G007701647

Note-31p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Career Education, *Demonstration Programs, Diffusion, Education Work Relationship, Literacy, *Literacy Education, Manuals, Minority Groups, Models, *Out of School Youth, Pilot Projects, Program Evaluation, Program Guides, *Special Services, Technical Assistance, *Youth Employment, *Youth Programs

Identifiers-Fund for Improvement of Postsecondary Education, Jobs for Youth, Massachusetts (Boston), New York (New York)

The overall goal of the Jobs for Youth/Fund for the Improvement of Post-secondary Education (JFY/FIPSE) project was the testing of JFY Educational Services (ES) as a model work-related literacy program capable of being replicated in situations other than New York City. First-year activities (1977-78) focused on replication of the ES

ED 182 469 CE 023 975

*Cable, Maryjane A.*

**Adult Basic Education Teacher Training Project. Teaching Adults to Read. Final Report.**

Virginia State Dept. of Education, Richmond. Adult Education Service.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-81p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Adult Basic Education, *Adult Reading Programs, Adults, Functional Illiteracy, Graduate Study, Higher Education, Illiteracy, Models, Reading Diagnosis, *Reading Instruction, Reading Material Selection, Reading Tests, *Teacher Education, Teaching Methods, Tutorial Programs

Based on adult learning and reading acquisition theories, the model forming the basis of a one-semester graduate course resulted in increased competencies of thirty-five presently employed or future adult basic education teachers each of whom taught reading to one adult illiterate during the course. The model consisted of assessment of reading by a standardized reading test to determine grade equivilency and by a criterion-referenced assessment to determine specific word

ED 182 507 CE 024 047

*Taylor, Michael*

**Topographic Map and Compass Use. Student Manual.**

Cornell Univ., Ithaca, N.Y.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Note-32p.; For a related document see CE 024 081
Available from-Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cartography, Geographic Location, Geography, Learning Activities, Locational Skills (Social Studies), *Maps, *Map Skills, Travel
Identifiers-*Compass Reading

This student manual is designed to introduce students to topographic maps and compass use. The first of five units included in the manual is an introduction to topographic maps. Among the topics discussed in this unit are uses, sources, and care and maintenance of topographic maps. Unit 2 discusses topographic map symbols and colors and provides a student exercise relating to map symbols. Unit 3, Topographic Map Interpretation, covers topics such as reading directions from a topographic map, latitude and longitude, and elevation. This unit also

ED 182 545 CE 024 153

*Duenk, Lester G. And Others*
Study Guide for Floorcovering Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-Sep 79
Note-54p.; For a related document see CE 024 156
Available from-Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-14, $1.75)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Cooperative Education, Flooring, *Floor Layers, Instructional Materials, Learning Activities, Occupational Information, Secondary Education, *Vocational Education

ED 182 564 CE 024 249

*Espy, John*

**Nuclear Technology. Course 26: Nondestructive Examination (NDE) Techniques I. Module 26-4, Liquid Penetrant Tests.**

General Physics Corp., Columbia, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-77-0340

Note-63p.; Small, light type in figures may not reproduce well; For related documents see CE 024 245-298

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Course Content, Energy, Learning Activities, Learning Modules, *Nuclear Physics, Postsecondary Education, *Quality Control, Teaching Guides, *Technical Education, *Tests

Identifiers-Hydrostatics, Nuclear Energy, Nuclear Energy Occupations, *Nuclear Power Plant Technicians, *Nuclear Technology

This fourth in a series of seven modules for a course titled Nondestructive Examination (NDE) Techniques I describes liquid penetrant

ED 182 632 CG 014 121

*Jason, Leonard A. Frasure, Susan*

**Increasing Peer-Tutoring Behaviors in a Third Grade Classroom.**

Pub Date-Sep 79
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Behavior Patterns, Classroom Research, Elementary Education, Elementary School Students, Grade 3, Intervention, *Peer Influence, Peer Relationship, Positive Reinforcement, *Program Effectiveness, *Prompting, *Skill Development, *Tutoring

The use of prompting to increase peer-tutoring skills in an entire third grade classroom was investigated. A multiple baseline design was used in establishing three tutoring components: praise corrective feedback, and re-presenting the question. Results indicated that all three tutoring behaviors increased after prompting. During the last experimental phase, when program youngsters were not being prompted, high levels of peer-tutoring behaviors were maintained. When orogram

ED 182 766 CS 205 429

*Perkins, Lola A.*

**Death in Literature.**

Pub Date-Nov 79

Note-7p.; Paper presented at the Annual Meeting of the National Couqcil of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Changing Attitudes, *Cultural Awareness, Curriculum Development, *Death, Educational Objectives, Elective Courses, *English Curriculum, *Literature Appreciation, Secondary Education, Student Development, *Thematic Approach

Death in Literature,'' a nine-week elective course for high school juniors and seniors, was added to the English curriculum at a Kansas City high school in 1976. It has proved very popular with students and is being expanded to 18 weeks. The explicit objectives of the course are

ED 182 815 EA 012 414

*Gupta, Nina*

**Some School and Classroom Antecedents of Student Achievement.**

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-43p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, *Class Size, Elementary Secondary Education, Literature Reviews, *Organization, *Teacher Characteristics

This paper summarizes findings from research undertaken to examine the effects of various school, classroom, and teacher characteristics on student achievement. It uses recent literature reviews and longitudinal studies from the ERIC database that focus on the relevant variables. Detailed discussions are offered of classroom variables class size, grade level and curriculum area, social skills, and team teaching;

ED 182 864 EA 012 506

*Grealy, Joseph I.*

**School Crime and Violence: Problems and Solutions.**

Pub Date-79
Note-358p.
Available from-Institute for Safe Schools, P.O. Box 21587, Ft. Lauderdale, FL 33335 ($29.95)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors-Alcoholic Beverages, Building Improvement, *Crime, *Drug Abuse, Elementary Secondary Education, Federal Legislation, *Police School Relationship, Prevention, Program Descriptions, School Safety, *School Security, *School Vandalism, State Legislation, Student Rights, *Violence

This volume focuses on school crime and programs to fight it. The book begins by relating serious incidents of school crime that involve students, teachers, administrators, facilities, and equipment. It also

ED 182 906 EC 123 073

*Copeland, Anne P. Moll, Nadine W.*

**Relationships Among Cognitive Measures in Learning Disabled and Non-Learning Disabled Children.**

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, September, 1979)

Available from-Boston University, Department of Psychology, 64 Cummington St., Boston, MA 02215

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

ED 182 974 FL 009 796

*Allen, Walter P.*
**A Cultural Checklist: A Technique for Selecting Reading Materials for Foreign Students.**
Pub Date-73
Note-77p.
Available from-English Language Services, 14350 Northwest Science Park Drive, Portland, OR 97229
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

ED 183 017 FL 011 034

*Ben Abdelkader, Rached And Others*

**Peace Corps English-Tunisian Arabic Dictionary.**

Peace Corps, Washington, D.C.

Pub Date-Jul 77

Note-575p.; For related document, see FL 011 035

Language-Arabic; English

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051)

**EDRS Price - MF02/PC23 Plus Postage.**

Descriptors-*Arabic, Dictionaries, English, *Grammar, *Language Instruction, *Phonetic Transcription, Postsecondary Education, Reference Materials, *Second Language Learning, Semantics, *Vocabulary

Identifiers-Bilingual Materials, *Tunisian Arabic

This supplement to the Peace Corps Course in Tunisian Arabic is intended primarily for Peace Corps volunteers, but is also useful to other English speakers who wish to acquire systematically a knowledge of Tunisian Arabic. The dictionary consists of two parts. The lexicon, which begins with a chart of all the phonetic symbols used in the dictionary, explains the main points of Tunisian Arabic grammar. The main body of the work follows, with separate English-Tunisian Arabic and Tunisian Arabic-English sections. The format for entries in the dictionary is explained in an introduction. Each entry in the English-Tunisian Arabic section emphasizes the nuances of meaning of the given Arabic equivalent. (JB)

ED 183 018 FL 011 035

*Ben Abdelkader, Rached Naovar, Aziza*

**Peace Corps/Tunisia Course in Tunisian Arabic.**

Peace Corps, Washington, D.C.

Pub Date-79

Note-509p.; For related document, see FL 011 034. Not available in paper copy due to light print.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Arabic, *Communicative Competence (Languages), *Grammar, Instructional Materials, *Language Instruction, *Language Skills, Pattern Drills (Language), Postsecondary Education, *Second Language Learning, Textbooks, Units of Study, Vocabulary

Identifiers-Dialogs (Language Learning), Survival Language, *Tunisian Arabic

This program of instruction is designed to prepare Peace Corps volunteers to communicate in Tunisian Arabic. The book is divided into 30 units with every fifth unit a review. The basic format for each unit includes the following items: (1) introduction consisting of dialogs, texts, and/or pictures; (2) questions on the dialog or text; (3) notes on the dialog or text; (4) useful words and expressions; (5) lexical drills; (6) structural notes/structural drills; (7) communication activities; and (8) writing. Each unit revolves around a particular subject, such as asking directions, the post office, the market, the family, travel, or the weather. It is intended that each unit take six to eight hours to complete. Throughout the text, Arabic script is used alongside phonetic transcriptions. (Author/JB)

institutions of higher education, problems of choice between different institutions, and problems of communication among different institutions). Among appendices are the report of the secretary general (1973-1978) and a statistical portrait of Canadian higher education. (PHR)

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ED 183 039 HE 012 169

**Private Philanthropy: Vital and Innovative? or Passive and Irrelevant? The Donee Group Report and Recommendations.**

National Committee for Responsive Philanthropy, Washington, D.C.
Pub Date- 78
Note-54p.
Available from-National Committee for Responsive Philanthropy, 1028 Connecticut Avenue, N.W., Suite 822, Washington, DC 20036
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Educational Finance, *Federal Regulation, Higher Education, Needs Assessment, *Nonprofit Organizations, *Private Financial Support
Identifiers-*Donors, Grantsmanship, *Philanthropic Foundations, Position Papers

The report of the Donee Group (a coalition of public interest, social action, and volunteer groups acting as advisors to the Commission on Private Philanthropy and Public Needs) on the characteristics of private philanthropy is presented. After an introductory section, the perspectives of the Donee Group and those of the Commission are surveyed. The recommendations section forms the major portion of the report and it is explained that the recommendations arise from findings that (1) access to the philanthropic process must be widened and be made more readily available to many organizations presently shut out of the system, and greater accountability and changes in governance are necessary to strengthen and to provide greater access; (2) the donor community must be redefined and broadened by giving all people the incentive to allocate money to charity; and (3) the present system of government regulation and control of philanthropic organizations must be overhauled to eliminate impediments to necessary activities and to provide exempt organizations with competent, conscientious and non-partisan oversight and supervision. A list of the members of the Donee Group is appended. (Author/PHR)

ED 183 040 HE 012 186

*Dill, David D.*

**The Structure of the Academic Profession: Toward a Definition of Ethical Issues.**

Pub Date-18 Apr 79

Note-17p.; Paper prepared for a session on ''Ethics in the Academic Profession,'' American Association for Higher Education (Washington, DC, April 18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Accountability, *College Faculty, Consultants, *Ethical Values, *Faculty College Relationship, Higher Education, Interprofessional Relationship, Peer Relationship, *Professional Services, Researchers, *Role Conflict, Student Teacher Relationship, *Teacher Role

Identifiers-Conflict of Interest, *Teaching (Occupation)

An attempt is made to identify potential sources of value conflicts or dilemmas faced by faculty members. Limitations inherent in our understanding of the academic profession are suggested, and the role of the individual faculty member is analyzed. A typology of the academic profession developed by Donald Light is considered. Light concludes that by definition there is no academic profession as such, but rather characteristics of a profession that center on each discipline. It is suggested that in the United States academics have never been a free profession because they cannot practice it unless first hired by a university. There is a limited community of interest among the academic profession and the faculty subset. Conflicts may exist between the activities of teaching, research, and service. The rapidly developing federal influence in the activity of research, and the potentials for legal accountability for those engaged in the research process, have led to a major conflict between the interests of science and those of the broader society. Service is a professional activity that not all faculty members provide. The primary issue in regard to service is the relationship between the faculty member and the client. The teaching activity of academics is influenced by more members of the role set than either research or service. These influences include: the norms of the discipline and field; the policies established; and the expectations of students. Value conflicts are intrinsic to the professoriate by virtue of the multiple clients served. The source of these conflicts may also stem from competing and changing influences from the professional role set, which alter the relationships between the faculty member and his various clients. (SW)

**Enrollments 1978-1979. Indiana University's Foreign-Language Dialog: A Newsletter for the Foreign-Language Teachers of Indiana.**

Pub Date-Sep 79
Note-13p.
Available from-The Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, IN 47401
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Declining Enrollment, *Enrollment Rate, *Enrollment Trends, French, German, *Language Enrollment, Language Instruction, Language Programs, Languages, Latin, Russian, Secondary Education, Second Language Learning, Spanish, *Statistical Data, *Statistical Studies, Student Distribution

This is a report on foreign language enrollment in grades 9-12 in Indiana for the year 1978-1979. The tables give the following information: (1) a ten year review of foreign language enrollments in Indiana, grades 9-12; (2) the total enrollments for the years 1976-1979 in all foreign languages; (3) the enrollment patterns by levels for the same years; (4) the attrition rates between levels one and two in French, German, Latin, Russian, and Spanish covering the ten year period, 1969-1979; (5) class sizes in 1978-1979 in the five languages; (6) attrition rates in foreign languages within 1978-1979; and (7) the situation in other disciplines in 1978-1979. Questions are raised regarding the high attrition rates between levels one and two in the commonly taught languages and the need to provide for a wide range of abilities among students. It is noted that reasons for Latin and Russian enrollment problems are somewhat different from those of the other languages. It is also pointed out that attrition rates in Spanish are of concern to all foreign language teachers because Spanish represents half of all the enrollments. (AMH)

ED 183 057 HE 012 290

*Allen, Richard H., Ed. Topping, James R., Ed.*

**Cost Information and Formula Funding: New Approaches.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-77-0004

Note-77p.; Report partially based on a conference sponsored by five professional organizations on the use of cost information in higher education budgeting (Arlington, VA, April 18-20, 1979)

Available from-National Center for Higher Education Management Systems, Post Office Drawer P, Boulder, CO 80302

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Budgeting, Case Studies, *Costs, Educational Finance, *Higher Education, *Information Utilization, Legislators, Mathematical Formulas, Resource Allocations, School Funds, *State Aid, *Statewide Planning, Tax Effort, Use Studies

Identifiers-Florida, *Formula Funding, Indiana: Washington, Wisconsin

A report based on a conference on the impact of cost information on statewide budgeting and planning is presented. The conference was organized around case-study reports on the use of cost information in higher education budgeting in Florida, Indiana, Washington, and Wisconsin. Rather than publishing convention proceedings, the case studies were further investigated. Interviews were conducted with institutional staff, state postsecondary education agency staff, executive budget staff, and legislative staffs in each state, and available documentation on costing and budgeting was collected. Information gathered from these sources and from conference papers was put together to develop a case study of costing and budgeting in each state, with a particular focus on innovationand the requirements expected to characterize the environment for higher education in the 1980s. This report also contains a chapter by Harold L. Enarson on the uses and abuses of cost information. He cautions against overemphasis of the value of cost information. A second chapter by Frank B. Pesci provides an overview of the issues in statewide planning and appropriations processes and the relationship of cost information to these issues from the perspective of a state senator. The final chapter of the report presents the editors' views on cost-driven formulas and attempts to draw conclusions from the case studies. (SW)

ED 183 058 HE 012 292

*Quay, Richard H., Comp.*

**Index to Anthologies on Postsecondary Education, 1969-1978.**

Pub Date-80

Note-342p.

Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, CT 06880 ($29.95)

Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors-Adult Education, *Anthologies, *College Administration, College Admission, College Curriculum, College Instruction, Counseling, Educational Assessment, Educational History, Educational Philosophy, Educational Sociology, Females, General Education, Governance, Graduate Study, *Higher Education, Indexes (Locaters), Institutional Research, Liberal Arts, Minority Groups, *Postsecondary Education As a Field of Study, Professional Education

Nearly 3,600 articles and essays covering a wide spectrum of postsecondary educational issues for the period 1960-1978 are indexed in this anthology. The essays, found in more than 200 anthologies, are arranged under 31 topic headings such as: History of Postsecondary Education; Economics of Postsecondary Education; Planning and Policy Development; Curriculum and Instruction General; Adult and Continuing Education; Minorities and Women; Legal Issues; and the Future of Postsecondary Education. More than 80 percent of the articles were original contributions to the anthologies in which they appeared and are not readily identifiable through standard bibliographic sources. With a few exceptions they appear in this index, in addition to the main entries, arranged topically and listed is each piece by author and subject. Also provided are a list of abbreviations, a list of anthologies, and notes on the scope and use of the index. Intended use if for students, schools, teachers, and administrators interested in surveying significant literature from the period. (LC)

ED 183 076 HE 012 326

**Three Thousand Futures. The Next Twenty Years for Higher Education. Final Report of the Carnegie Council on Policy Studies in Higher Education.**

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Pub Date-80

Note-175p.

Available from-Jossey Bass Inc., 433 California St., San Francisco, CA 94104

Pub Type- Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrator Attitudes, Change Strategies, Codes of Ethics, Competition, Consumer Economics, Declining Enrollment, *Educational Change, Educational Quality, *Enrollment Trends, Financial Support, *Futures (of Society), *Higher Education, Institutional Autonomy, Public Opinion, *Public Policy, Student Attitudes, Taxes, Teacher Attitudes

In this look at the near future of higher education, and in light of probable declining enrollments and resources, two perspectives are given, both drawn from existing literature. The first sets forth some of the fears of higher education professionals in one possible, if extreme, scenario; the second, some of their hopes in another. Among the fears: enrollments will fall even faster than the size of the college-age cohort; tax policy and public policy will reduce resources available; colleges will become competitive in destructive ways; faculty will become rigidly defensive; students will, in their power as choice-makers, guide institutions to lower standards; and institutions will lose autonomy steadily. Among the hopes: the college clientele will expand to other age groups; resources will decline slower than enrollments; higher education is politically influential enough to hold its own; academic integrity can be upheld by developing codes of fair practice; the end of expansion allows institutions to concentrate on quality; students will be intelligent consumers; and faculty will establish appropriate priorities for their efforts. These arguments are discussed in detail, with supporting statistical data provided. Courses of action for institutions, states, and the federal government are examined. Appended are: a list and descriptions of the Carnegie Council surveys; a glossary and guide to abbreviations; and a list of references. (MSE)

ED 183 077 HE 012 330

*Klitgaard, Robert E.*

**On Reviewing International Studies. Number 81 D.**

Harvard Univ., Cambridge, Mass. Kennedy School of Government.
Pub Date-Feb 80
Note-31p.; Discussion Paper Series
Available from-Kennedy School of Government, Harvard University, 79 Boylston St., Cambridge, MA 02158
Pub Type- Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Administrative Problems, Change Strategies, Graduate Study, Higher Education, *International Education, *International Educational Exchange, *International Studies, Policy Formation, Program Evaluation, *Research Coordinating Units, Universities

In an examination of the main issues facing international studies at American universities, demands for more centers, more scholarships, and more research funds are discounted. Close review of the educational and scholarly aims and achievements of international research centers is advocated. It is suggested that useful reviews of this sort should be local at particular centers and universities and should focus on new sorts of planning, management, and integration as the key steps for the future. Some of the main issues related to university-based reviews, particularly of area centers, are outlined. Three questions are addressed: (1) What are the objectives of area research? (2) According to insiders, what have been the principal achievements?; and (3) What are some of the main problems and opportunities facing area centers now? Implications for universities are cited regarding undergraduate training, the research agenda, professional schools; information, and management. Suggestions are provided for topics for university-based reviews: e.g., determining the most effective type of coordinating council across centers; investigating whether an associate dean or a provost for international activities would be desirable; and assessing long-term stays by foreign visitors so they could participate in teaching as well as research. A list of references is included. (Author/MSE)

some form of tax savings, and observers predict that legislators will begin efforts to modify the Internal Revenue Code to provide more equity, gather more revenues, and serve a number of other purposes that will affect the higher education community. Particularly, higher education institutions will seek to preserve and broaden the provision that allows charitable contributions to colleges and universities to be deducted in calculating a donor's income tax. In addition, they have a strong interest in maintaining the tax-exempt status of scholarships and fellowships (Section 117). Tuition remission, presently regarded as tax-exempt, may be vulnerable during the tax review process. The concept of tax expenditures is fundamental to the arguments on tax reform. Legislative history, cultural values, and current politics argue against any wholesale reform of the tax code, and yet piecemeal efforts to alter the code have been made and will continue. The higher education community views these efforts with concern, but has a powerful ally in other special interest groups, particularly in the nonprofit sector, that are also interested in encouragement of charitable giving. (Author/MSE)

ED 183 096 HE 012 351

*McNeil, Donald R.*

**A Model Regional Open Learning System. Quarterly Report.**

University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jan 80
Grant-NIE-G-75-0001
Note-46p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-College Administration, Conferences, *Continuous Learning, Course Content, *Curriculum Planning, Educational Alternatives, Educational Planning, *Educational Technology, Governance, Higher Education, *Marketing, *Research and Instruction Units
Identifiers-Lifelong Learning, Nontraditional Education, *Open Universities, *University of Mid America NE

Activities undertaken in four program divisions and in governance and administration within the University of Mid-America are reviewed in this progress report. The four divisions are research and evaluation, academic planning, course design and production, and marketing. In each section the program actions taken are enumerated, along with the multiple objectives for each action, and the related activities are described in further detail. Appended are a list of course ideas with brief descriptions, and a list of conferences within the division of academic planning. (MSE)

ED 183 097 HE 012 353

*Errecart, Michael T. And Others*

**Basic Educational Opportunity Grant Quality Control Study: Executive Summary.**

Macro Systems, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.

Spons Agency-Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

Pub Date-Nov 79

Note-28p.; For related documents see HE 012 353-355

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-College Students, Educational Finance, Eligibility, *Federal Aid, Federal Programs, Financial Needs, Higher Education, Loan Repayment, Needs Assessment, *Program Administration, Program Descriptions, Program Evaluation, Program Improvement, *Quality Control, Records (Forms), Student Costs, *Student Financial Aid, *Student Loan Programs, Surveys

Identifiers-*Basic Educational Opportunity Grants, Financial Aid Applicants, Student Financial Aid Officers

A study was undertaken of the Basic Educational Opportunity Grant (BEOG) program to estimate the extent of errors made by participants and the impact of the errors on program expenditures. A sample of BEOG applicants was asked to verify the data provided on applications. Then their financial aid records and related institutional computations were examined for verification. Response rates were 87 percent for the student/parent interviews and 100 percent for institutional data. Although the amount of data available for each student varied considerably, efforts were made to verify information carefully. Key errors were fouqd in these areas: (1) filing as dependent versus independent student; (2) net over-awards of 10.5 percent of program expenditures, and dollar award errors (under- and over-awards) of 22.5 percent of program expenditures; (3) significant random error, with only small amounts of fraud or abuse; and (4) institutional errors amounting to $169 million, with the highest error rate in proprietary schools and the lowest in private institutions. It is concluded that the general error level justifies a thorough reevaluation of the BEOG delivery system, since it appears to be a comolex error-prone system. Actions for improvement are proposed for the student and institutional sectors. (MSE)

ED 183 115 HE 012 372

**Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities.**

Kentucky Center for Education Statistics, Frankfort.; Kentucky Council on Public Higher Education, Frankfort.

Pub Date- 79
Note-75p.; Not available in paper copy due to marginal legibility of original document
Available from-Kentucky Council on Public Higher Education, 319 Ann St., Frankfort, KY 40601
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Associate Degrees, Bachelors Degrees, Business Education, Church Related Colleges, College Majors, Community Colleges, Comparative Statistics, *Degrees (Titles), Doctoral Degrees, *Graduate Study, *Higher Education, Intellectual Disciplines, Junior Colleges, Masters Degrees, Private Colleges, *Professional Education, Specialization, State Colleges, *State Surveys, State Universities, Theological Education, *Undergraduate Study
Identifiers-*Kentucky

Summarized are the associate, baccalaureate, master's and specialist, doctoral, and first-professional degrees conferred during the 1978-79 fiscal year in 56 public and private institutions in Kentucky. Included in the report but not in the summary tables are data from eight business colleges and five seminaries. Tables include: summary by degree level and institution type and sector; summary by institution; summary by degree field and institution type; bachelor's degrees by institution and subject area; master's, doctoral, and first-professional degrees by institution and subject area; associate degrees and awards by institution and subject area for each institution type; and all degrees awarded by seminaries. All data are in tables; no narration is given. (MSE)

ED 183 116 HE 012 375

*Patterson, Lewis D.*

**Survival Through Interdependence. AAHE-ERIC/Higher Education Research Report No. 10, 1979.**

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0073
Note-64p.
Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($4.00; AAHE members $3.00)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Case Studies, Centralization, College Cooperation, *Consortia, *Cooperative Planning, Cost Effectiveness, Costs, Educational Benefits, Educational Objectives, Efficiency, *Higher Education, *Interinstitutional Cooperation, Organizational Effectiveness, Retrenchment
Identifiers-*Institutional Survival

The predicted declines in higher education enrollment coupled with continuing increases in costs have caused administrators to rethink the tradeoffs resulting from interinstitutional cooperation and competition. In considering alternate courses, five basic questions are addressed: (1) To what extent do institutions nationally engage in cooperative relationships?, (2) What should be considered in analyzing external relationships?, (3) What are the costs and benefits of cooperation?, (4) Are there significant educational benefits beyond cost advantages?, and (5) What role will cooperation play in the future? It is shown that increases in cooperative arrangements is part of a much larger movement to ever-increasing levels of centralization and interdependence, but that objectives, longevity, and manageability must be balanced against administrative style, institutional size and resources, and the accruing costs and benefits. The uqderdeveloped state of methodology for quantifying costs and benefits makes precise answers to one of the most crucial questions difficult, and few examples are yet available. However, some nonquantifiable benefits have been identified: duplication avoidance, quality instruction, instructional diversity, increased access, additional funding sources, increased communication, alternative approaches, increased efficiency, greater planning and control, and leadership structures. It is concluded that an irreversible trend has begun. Appendices provide listings of major contributors to the Council for Interinstitutional Leadership-Carnegie Corporation study of cooperative cost effectiveness, and of the 25 consortia and their member institutions that had one or more programs included as case studies in the analyses. A bibliography is also included. (MSE)

ED 183 041 HE 012 187

*Dillon, Kristine E.*
**Ethics in Consulting and Outside Professional Activities.**
Pub Date-19 Apr 79
Note-7p.; Paper presented at the American Association for Higher Education Annual Conference (Washington, DC, April 16-19, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*College Faculty, *Consultants, *Ethical Values, Faculty College Relationship, *Faculty Workload, Higher Education, Income, *Professional Services, *Role Conflict, Teacher Role, Teacher Salaries
Identifiers-Conflict of Interest

Ethical concerns related to faculty consulting and other professional activities for supplemental pay are discussed. Some groups, like students and taxpayers, may find it difficult to view outside professional activities of faculty members in the context of public service and professional development. Universities employing academic professionals are beginning to recognize problems with a role definition for faculty that includes provision of tenured job security yet little stipulation of what a full-time appointment really entails. Many problems relating to consulting and other outside activities stem from the fact that it is difficult, if not impossible, for faculty to earn supplemental income without using university resources in some way. These include: faculty time, university supplies and materials, campus facilities, and the use of the university's name. Although outside professional activities are not inherently detrimental to higher education, conflicts are common in terms of how faculty incorporate outside commitments within their overall professional activities. Two hypothetical cases in which ethical problems are involved are presented. The cases raise two major issues important to a discussion of ethics in outside professional activities: intellectual bias and conflicts of interest with respect to time usage. The Ethical and Economic Issues Project at the University of Southern California is cited. (SW)

**Maryland Statewide Plan for Postsecondary Education. First Annual Review.**

Maryland State Board for Higher Education, Annapolis.
Pub Date-Oct 79
Note-104p.
Available from-State Board for Higher Education, 16 Francis Street, Annapolis, MD 21146
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Annual Reports, *College Planning, Community Colleges, Educational Facilities, Educational Finance, *Educational Supply, Enrollment, Evaluation, Grants, Higher Education, *Master Plans, Needs Assessment, *Postsecondary Education, Program Development, Research, State Departments of Education, *Statewide Planning

Identifiers-Accessibility (for Disabled)

The review of the Maryland statewide plan for postsecondary education was designed to identify and analyze issues confronting postsecondary education that were not contained in the initial plan and to evaluate progress made in carrying out recommendations in the initial plan. After an introduction, Chapter Two focuses on four new planning initiatives: higher education in the greater Baltimore metropolitan area, financing community colleges, financing auxiliary enterprise facilities, and faculty and administrative salaries at public four-year institutions. Chapter Three explores the implementation of role and mission actions in areas such as research and public service. Enrollments are discussed in Chapter Four and programs (e.g., for registered nurses, high ability students, continuing teacher education) are surveyed in the fifth chapter. Finance is examined in Chapter Six, including total funding levels, need-based grants for proprietary school students, and BEOG awards, among others. Chapter Seven considers facilities in areas such as dormitory construction and handicapped accessibility. The final chapter assesses faculty, libraries, and computer services. (PHR)

ED 183 020 FL 011 041

*Argue, Valerie Ullmann, Rebecca*

**Sur une ligne aerienne. Carrieres bilinques (On an Airline. Bilingual Careers).**

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-80
Note-40p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6
Language-English; French
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Audiotape Recordings, *Bilingual Education, Career Choice, Communicative Competence (Languages), *French, Interviews, *Language Instruction, *Learning Modules, Listening Comprehension, Multimedia Instruction, Secondary Education, *Second Language Learning, Speech Communication, Teaching Guides
Identifiers-*Airlines, *Bilingual Materials, Dialogs (Language Learning)

This multimedia kit for French instruction at the secondary level aims to acquaint students with some basic airline terminology in French. One goal of the modular course is to show students the practical link that exists between the study of French and the work world. The kit is represented by a teacher's guide, a student handbook, and a transcription of a taped interview with a flight attendant. The teacher's guide includes suggested activities printed in French and English on facing pages. Sources for additional information are listed. A photocopying master of a sample application for employment with an airline is appended. The student handbook, entirely in French, includes dialogs related to airline activities, French-English vocabulary lists, and comprehension questions. (JB)

ED 183 021 FL 011 050

*Blaubergs, Maija S.*

**An Analysis of Classic Arguments Against Changing Sexist Language.**

Pub Date-79

Note-28p.; Paper presented at the meeting of the Southeastern Women's Studies Association (Johnson City, TN, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Females, *Feminism, *Language Attitudes, *Language Patterns, *Language Research, *Language Usage, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Role, Sex Stereotypes, Social Values, Sociolinguistics, Womens Studies

Identifiers-*Sexist Language

Proposals for changing sexist language, while having an increasing impact on patterns of language usage in America, have also continuously been argued against in the media and in academia during the 1970's. The proposals for eliminating the usage of masculine terms as generics'' have received the most criticism. In this paper, the various arguments that have been presented for retaining masculine/generic usage are illustrated and analyzed. The arguments are classified as follows; (1) the cross-cultural'' arguments; (2) the language is a trivial concern'' arguments; (3) the freedom of speech/unjustified coercion'' arguments; (4) the sexist language is not sexist'' arguments; (5) the word-etymology'' arguments; (6) the appeal to authority'' arguments; (7) the change is too difficult, inconvenient, impractical or whatever'' arguments; and (8) the it would destroy historical authenticity and literary works'' arguments. It is claimed that the arguments have been overlaid with ridicule and hostility towards feminists, and that they can be viewed as political rather than substantive. (Author/AMH)

ED 183 042 HE 012 195

*Quehl, Gary, H., Ed. Brodsky, Jean, Ed.*
**Consultation in Higher Education: A Handbook for Practitioners and Clients.**
Council for the Advancement of Small Colleges, Washington, D.C.
Pub Date-79
Note-161p.
Available from-Council for the Advancement of Small Colleges, One Dupont Circle, Suite 320, Washington, DC 20036
Pub Type- Guides - Non-Classroom (055) - Books (010) - Tests/Questionnaires (160)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Consultants, *Consultation Programs, Decision Making, Ethics, Evaluation Methods, Glossaries, Guides, *Higher Education, Institutional Evaluation, Intervention, *Professional Services, Questionnaires, Small Colleges, Values
Identifiers-*Networks (Persons), Self Evaluation (Groups)

Designed for new consultants or those who will be employing them, this manual focuses on principles of consultation and the use and training of consultants in colleges and universities. The role and functions of a consultant, the consulting process (from introductory to exiting stages), and three models of consultation are presented in the first section. They reflect the consultant's point of view and specific considerations that should be in the consultant's mind throughout a consulting relationship. The second section, on using and training consultants, proposes a procedure especially helpful for first-time users of consultation. This section also: describes consultation from the client's point of view (concluding with a discussion of the techniques for evaluating consultancies and the way in which this information can be used); identifies common purposes for which clients may seek consulting help (as advocate, reactor, evaluator, etc.); outlines processes used to train consultants and clients; and offers thoughts on values and ethical considerations for consultants and clients. Evaluation forms and questionnaires are included throughout the handbook. A brief glossary, a history of the Council for the Advancement of Small Colleges' National Consulting Network, and a 38-item bibliography are appended. (PHR)

ED 183 060 HE 012 294

*Hoover, Kenneth H.*

**College Teaching Today: A Handbook for Postsecondary Instruction.**

Pub Date-80

Note-405p.

Available from-Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210

Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors-*College Faculty, *College Instruction, Educational Assessment, Effective Teaching, Faculty Development, Higher Education, Instructional Aids, Instructional Improvement, Interaction, *Measurement Techniques, Questionnaires, Student Evaluation of Teacher Performance, Student Motivation, *Student Teacher Relationship, *Teacher Evaluation, Teacher Role, *Teaching Methods, Teaching Quality

Identifiers-*Faculty Publishing

Strategies, methods, and techniques for improving college instruction are offered in this handbook. Units include: Pre-instructional Activities; Methods and Techniques: Focus on the Individual and the Small Group; Methods and Techniques: Focus on the Large Group; Methods and Techniques: Focus on Affective Learning; Assessment Techniques; and Evaluating Professional Performance. Offered within each unit are several chapters, including an overview that provides a list of key concepts, new terms, and questions for guiding study. Focus is on improvement in the following areas: preparing and presenting discussion groups, lectures, and seminars; using questioning strategies to

stimulate student involvement; developing teaching plans; affective learning through case methods, simulation techniques, and creativity; determining appropriate assessment techniques, measurement instruments and devices, and evaluation procedures; evaluating professional performance and teaching competence; and meeting professional growth responsibilities through publishing efforts. Three appendices provide an illustrated teaching unit, illustrated aspects of a learning activity package, and forms for student evaluation of teachers. (LC)

ED 183 079 HE 012 333

*Alexander, Aaron*

**Why Go to College. A Documentary Report on the Personal Benefits of Higher Education.**

Professional Staff Congress of the City Univ. of New York, N.Y.

Pub Date-79

Note-17p.; Advertising Supplement to the New York Times. References notes may be marginally legible due to small type.

Available from-Professional Staff Congress, CUNY, 25 W. 43rd St., New York, NY 10036 ($1.00).

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Career Choice, *College Attendance, College Graduates, Community Colleges, Demand Occupations, *Educational Benefits, *Education Work Relationship, *Employment Opportunities, *Higher Education, Labor Market, Marketing, Occupational Aspiration, Occupational Mobility, Occupations, *Personal Growth, Postsecondary Education, Student Recruitment, Urban Universities, Vocational Education

Identifiers-*City University of New York

An advertisement for higher education, and specifically for the City University of New York (CUNY), presents data to support arguments in favor of college education. The benefits described include: preparation for a career, increased job opportunities, occupational mobility, and personal fulfillment. Also listed are numerous occupations and the percentage of growth expected in each within the coming decade. The categories of jobs include: professional and technical; managers, proprietors, and officials; sales workers; clerical workers; crafts; operatives; service workers; and farm workers. One page is devoted to the advantages of attending CUNY, and the CUNY institutions and their addresses are listed. (MSE)

**Basic Educational Opportunity Grant Quality Control Study: Methodological Report, Volume II.**

Macro Systems, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency-Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
Pub Date-Oct 79

Note-527p.; For related documents see HE 012 353-355; Appendix A, File Format For Institutional Master File, may not reproduce well
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF02/PC22 Plus Postage.**
Descriptors-College Students, *Data Collection, Educational Finance, Eligibility, *Federal Aid, Financial Needs, Higher Education, *Measurement Techniques, *Program Administration, Program Descriptions, *Quality Control, Records (Forms), Sampling, Student Costs, *Student Financial Aid, Student Loan Programs, Surveys
Identifiers-*Basic Educational Opportunity Grants, Computation

The Basic Educational Opportunity Grant Quality Control Study, Volume II focuses on study procedures used for the analytical report recorded in Volume I of the study. Copies of all data collection forms are included along with file layouts, field procedures and other general information letters. It is intended to provide a description of the sampling procedures that were followed in drawing the institutional and student/parent respondents; the preparation of the data forms, which include questionnaires, coding forms, and instructional letters; the pilot study; and the actual fielding of the study. The accompanying appendix, which is bound separately, contains: file format for institutional master file; procedures for selecting student sample from institutional records; summary report of pilot test; proposed tolerance levels; and field procedures documentation. Also provided are tables, figures, and exhibits that offer such information as ADS samples; flow diagram for preparation of sampling forms; flow chart of IRS activities; project summary sheet; parent coding form; status of school sample; disposition file update; BEOG validation form; and variability statistics. (LC)

ED 183 118 HE 012 382

*Blum, Mark E. Spangehl, Stephen D.*

**Identifying Skills and Developing Curricula in Academic Research: Rationale for a Competency-Oriented Curricula.**

Pub Date-23 Mar 79
Note-27p.; Paper presented at an Annual Special Programs Conference of the Southeastern Association of Educational Opportunity Program Personnel (7th, Miami Beach, FL, March 23, 1979); an appended worksheet may not reproduce well
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Basic Skills, *College Curriculum, *Educational Assessment, *Educational Objectives, Educational Research, Educational Theories, Evaluation Criteria, General Education, Higher Education, *Liberal Arts, Models, *Remedial Programs
Identifiers-*Competency Based Education, Introductory Courses, *University of Louisville KY

Progress made in the University College of the University of Louisville in a competency-oriented general education program, with a supporting remedial skills component, is reported. The theoretical bases of competency-based developmental education in the liberal arts and the Louisville schema of basic or remedial skills that underly the higher academic competencies are presented. The competency-oriented structure for general education and remedial support projected over the next three years is also included. Competencies are listed for introductory courses in humanities, social sciences, and academic library research. The competencies were developed over a two-stage process of rational analysis and empirical trial. The evaluation schema of the university for assessing the competencies of academic inquiry is described. (SW)

*Burn, Barbara B.*
**Expanding the International Dimension of Higher Education.**
Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-80
Note-217p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**Document Not Available from EDRS.**

Descriptors-*Comparative Education, Federal Government, Federal Legislation, Foreign Students, Government Role, *Higher Education, Interinstitutional Cooperation, *International Education, *International Educational Exchange, *International Relations, *International Studies, Needs Assessment, Second Language Learning, Student Exchange Programs, Study Abroad, Teacher Exchange Programs, Technical Assistance
Identifiers-Global Education Group, International Communication Agency, *National Defense Education Act Title VI, Overseas Education Service

The study has two purposes: (1) to review the current status of international education in higher education in the United States, and (2) to indicate current and future needs in the field. International education is defined broadly to encompass area studies, international relations, and comparative, transnational, and global studies. Separate chapters address these issues and topics: recent social and educational changes; international education at the elementary, secondary, and undergraduate levels and the decline in interest; foreign language study (measuring competence, and deterrents and hopeful signs); international student exchanges (problems and needs of foreign students here and American students abroad); international faculty exchanges (history, present situation, and program evaluation); the role of American universities in development assistance; background and current situation in advanced training and research (focusing in part on National Defense and Education Act (NDEA) Title VI); needs and future directions in advanced training and research; and organizing for international education. The merits and problems of a number of models and proposals for agencies (government or nongovernmental) to establish and facilitate international linkages in higher education are also discussed. These include the International Communications Agency, the Global Education Group, and the Overseas Education Service, among others. A list of references and index are appended. (MSE)

ED 183 098 HE 012 354

*Errecart, Michael T. And Others*

**Basic Educational Opportunity Grant Quality Control Study: Findings and Recommendations, Volume I.**

Macro Systems, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.

Spons Agency-Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

Pub Date-Nov 79

Note-303p.; For related documents see HE 012 353-355. Some tables may not reproduce well due to small type.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors-College Students, Educational Finance, Eligibility, *Federal Aid, Federal Programs, Financial Needs, Higher Education, Loan Repayment, Needs Assessment, *Program Administration, Program Descriptions, Program Evaluation, Program Improvement, *Quality Control, Records (Forms), Student Costs, *Student Financial Aid, *Student Loan Programs, Surveys

Identifiers-*Basic Educational Opportunity Grants, *Financial Aid Applicants, Student Financial Aid Officers

Findings and recommendations of the Basic Educational Opportunity Grant Control Study Volume I are presented. The culmination of a year of intensive effort in which the study was designed and data collection and analysis conducted is evaluated, with focus on improvement of the Basic Grant Program. The introductory chapter discusses the background of this study emphasizing the limitations and scope of the control study and the basic organization of this volume. Chapter 2, the Basic Grant Cycle, presents an analysis of eligibility index and award errors keyed to the application cycle. Chapter 3, Institutional Feedback on BSFA Activities, examines data from institutional interviews, which focus on the problems, suggestions, and perceptions of postsecondary institutions regarding BSFA services. Chapter 4, Institutional Practices, deals with institutional procedures and practices, again based on interview data and school publications. A concluding section reviews student sector actions, institutional sector actions, and other actions. Comprehensive statistical data and tables are included, such as evaluation of application instructions, result of verification process, BSFA area desk experience, flow chart of the Basic Educational Opportunity Grant Program application and award process, and distribution of award errors. (LC)

ED 183 078 HE 012 331

Knight, Lucy

**How Postsecondary Education Can Play a Greater Role in CETA Programs. Working Paper.**

Duke Univ., Durham, N.C. Inst. of Policy Sciences and Public Affairs.

Pub Date-Sep 79

Note-38p.

Available from-Institute of Policy Sciences and Public Affairs, Duke University, Durham, NC 27706

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Ancillary Services, Basic Skills, Compensatory Education, Definitions, *Economically Disadvantaged, *Employment Opportunities, Employment Programs, *Federal Legislation, Federal Programs, *Government School Relationship, Higher Education, History, Laws, *Postsecondary Education, School Community Relationship, Special Services, Underemployed, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Formula Funding

Reauthorization of the federal government's main jobs and training program, the Comprehensive Employment and Training Act (CETA), P.L. 95-524, has resulted in legislative changes that could lead to greater participation of postsecondary institutions. This paper addresses those changes and serves as an introduction and guide to CETA. The changes amending the original 1973 act include, among other things: (1) increasing the extent to which CETA funds are targeted to serve either the structurally unemployed or the temporarily unemployed; (2) protecting some of the funds and reserving them to be spent on education and training; (3) requiring that area educational agencies be notified about providing CETA sources; and (4) creating a new program to encourage support by the private sector, including cooperative innovative education programs in postsecondary institutions. Definitions of key terms in the legislation, how CETA funds are allocated, and activities that can be funded under the law (jobs, training and vocational education, basic education, services, and research and evaluation) are reviewed. It is concluded that the recent changes combined with existing provisions offer postsecondary institutions wide and flexible opportunities for involvement, but that much of the responsibility rests on the institutions. Appended are: the evolution of the CETA law, by program title; the Department of Labor allocation of CETA funds; formulas for allocating CETA funds to sponsors; and fiscal 1978 budget request. (MSE)

ED 183 022 FL 011 051

*Blaubergs, Maija S.*
**On the Usage of Ms''.**
Pub Date-79
Note-19p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Females, *Feminism, Language Attitudes, Language Patterns, Language Research, *Language Usage, Males, *Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Sociolinguistics, *Womens Studies

This paper is an overview of the introduction of Ms.'' into language usage as part of the process of changing sexist language. Included are: (1) history of the term, (2) a discussion of the rationale for its introduction, (3) a report on the other suggested forms of address that do or do not specify sex and marital status, (4) a discussion of the various arguments against using Ms., and (5) the results of a brief survey of the actual usage patterns of Ms. in the late 1970s. Aspects of the misuse of Ms. are identified and analogies are drawn to name usage patterns that are also in flux. (Author)

ED 183 023 FL 011 053

*Roy, Gerald*
**Cours Commercial (Business Education Unit).**
Pub Date- 79
Note-19p.; Prepared for the St. John Valley Bilingual Education Program. Addendum may be marginally legible
Language-French; English
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Bilingual Education, *Business Correspondence, Business Education, *Business Skills, Composition (Literary), *French, *Language Instruction, Letters (Correspondence), Programed Units, Secondary Education, Second Language Learning, *Typewriting, *Unit Plan
Identifiers-National Diffusion Network Program, *Project VIBE

This business education unit in French was prepared for use in a bilingual education program at the twelfth grade level. The purpose of the unit is to improve typing skills in French. The unit covers the following objectives: (1) the location and typing of French characters on the keyboard; (2) the format of a business letter in French; (3) composition of a business letter in French; and (4) typinq a letter from dictation. A list of references is included and a sample evaluation form for the teacher is appended. (AMH)

ED 183 043 HE 012 217

*Baldridge, J. Victor And Others*
**Policy Making and Effective Leadership: A National Study of Academic Management.**
Higher Education Research Inst., Inc., Los Angeles, Calif.
Pub Date-78
Note-290p.
Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($13.95)
Pub Type- Reports - Research (143) - Books (010)
**Document Not Available from EDRS.**
Descriptors-*Administrative Organization, Bureaucracy, Collective Bargaining, College Faculty, Comparative Analysis, Decision Making, Educational Planning, Educational Policy, Educational Trends, Females, Governance, *Higher Education, Historical Reviews, *Institutional Characteristics, *Leadership, *Organizational Climate, *Policy Formation, Sex Differences, Teacher Morale, Women Teachers
Identifiers-Diversity, Reputation

A comparative analysis of college and university governance and the organizational features that affect decision-making and professional practice is presented. Based on information from hundreds of campuses and thousands of campus administrators and faculty, and on institutional case studies, the book offers information about participation in and attitudes toward academic governance. A summary of 23 major conclusions is provided including that there are major differences between academic institutions and other kinds of organizations; that there is less bureaucracy and regulation in large, more prestigious schools; that about 66 percent of all faculty were highly satisfied with their working conditions; and that women are distributed very differently than men in the higher education system. The conclusions are organized around eight chapters that focus on the following: (1) organizational characteristics of colleges and universities; (2) diversity in the academic system; (3) patterns of management and governance; (4) bureaucracy and autonomy in academic work; (5) institutional climates and faculty morale; (6) impact of bargaining on campus management; (7) women faculty in higher education; and (8) current trends and future projections. A final section examines the historical developments in higher education from 1936 to 1970. (PHR)

*Svensson, Lennart*
**Study Skills in Mechanics. R&D for Higher Education, 1979:9.**
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-79
Note-7p.
Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Engineering, *Engineering Education, *Foreign Countries, Higher Education, Interviews, *Learning Processes, *Mechanics (Physics), Observation, *Study Skills, *Technical Education
Identifiers-Chalmers University of Technology (Sweden), *Sweden

A study of technology students' understanding and learning in mechanics is reported, which was carried out at the Swedish Chalmers University of Technology, in the School of Mechanical Engineering. Data were collected on one group of students' progress through the required courses, and include regular examinations, interviews, a learning session, the recording of specially chosen lessons, and observation of parts of the instruction. A similar data collection effort is underway in 1979-80, based on the preliminary results of the first collection, and the combined results will be assessed for conclusions. It is expected that the study findings will result in proposals for changes in instruction and study planning. (MSE)

ED 183 062 HE 012 297

*Shuval, Judith*

**Israel Study of Socialization for Medicine. NCHSR Research Digest Series. Final Report, June 30, 1975 through November 30, 1977.**

Hebrew Univ. of Jerusalem (Israel).
Spons Agency-National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-PHS-79-3231
Pub Date-Oct 78
Grant-HS-01857
Note-38p.
Available from-NCHSR, Publications and Information Branch, Room 7-44, 3700 East-West Highway, Hyattsville, MD 20782
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Females, *Foreign Countries, *Graduate Medical Education, Graduate Medical Students, Higher Education, Longitudinal Studies, *Medical Education, *Medical Students, Professional Education, Program Descriptions, Role Perception, *Socialization, Student Characteristics, Student Interests, Womens Education
Identifiers-*Israel, Outcomes of Education

A longitudinal study of two classes of medical students who entered Tel Aviv and Hadassah medical schools in 1969 follows students through their first year of graduate medical education. A summary of a final project report, this study reviews the continuing change in the students to distinguish the effects of qualities they bring to medical school from those they acquire at various stages of the educational socialization process. The major findings and applications in eight areas are discussed: (1) the development of three elements (people, status, and science) in the physician's role in the course of medical school; (2) the conflicting messages received by students from significant others, and the need for guidance; (3) the need for socialization of physicians as potential health team members; (4) a resistance to family medicine and community practice; (5) traditionalism and stereotyping of women physicians after (but not before) completion of studies; (6) the inefficiency of using role perception as a criterion for medical school admission; (7) the results of narrowing interests to science too early; and (8) advantages found in a break in the study program beween secondary and medical schools. (MSE)

ED 183 081 HE 012 335

*Lunney, Gerald H. Watters, Eric D.*

**The Independent Sector and Statewide Planning for Higher Education: Some Policy Considerations for the 1980s.**

Kentucky Council of Independent Colleges and Universities, Danville.
Pub Date-80
Note-18p.; For related documents, see HE 012 336-337
Available from-Council of Independent Kentucky Colleges and Universities, Danville, KY 40422
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrative Policy, Data Analysis, *Data Bases, Data Collection, Government School Relationship, Higher Education, *Management Information Systems, Policy Formation, *Private Colleges, *Professional Associations, Program Descriptions, State Government, *Statewide Planning
Identifiers-Kentucky, National Center for Higher Education Management, *State Level Information Base

The policy implications of the State Level Information Base (SLIB) project of the National Center for Higher Education Management was examined by the Council of Independent Kentucky Colleges and Universities. The original purpose of the SLIB project was to develop a comprehensive and coordinated set of data elements that could serve each state's higher education agency in its planning activities. The Kentucky project was designed to determine the relevance of the externally developed data system for independent colleges and to develop procedures for including the independent sector in any planning activities that would take place in the states as their higher education agencies implemented SLIB. Two other components were: a national panel of experts who could provide a wide perspective and represent concerns beyond Kentucky; and a state task force which would ultimately provide the institutional planning data to the state agency. The final product of the SLIB project has not been a set of data elements that states could adopt but rather a framework for statewide planning. It was concluded that independent colleges and universities, through their state associations, must develop data analysis and planning capacity that is free-standing from governmental agencie. The state associations' proposed brokerage function is described in appended material. Recommendations are made concerning the role of independent institutions in statewide planning, provisions for policy review of data requests, the coordination of governmental data requests and specifications of the list and form of data elements. (SW)

ED 183 080 HE 012 334

**Guide to Graduate Departments of Geography in the United States and Canada 1977-1978.**

Association of American Geographers, Washington, D.C.
Pub Date-77
Note-268p.
Available from-Association of American Geographers, 1710 Sixteenth St., N.W., Washington, DC 20009 (Institutions and AAG nonmembers, $4.00; AAG members and prospective graduate students, $2.00; bulk rates available)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Academic Rank (Professional), Admission Criteria, College Faculty, Courses, Degrees (Titles), *Departments, Doctoral Degrees, *Doctoral Programs, Foreign Countries, *Geography, *Geography Instruction, Graduate Students, *Graduate Study, Higher Education, Masters Degrees, Physical Facilities, Publications, Research Opportunities, Specialization, Student Financial Aid, Universities
Identifiers-*Canada, Department Heads, *Masters Programs

In its tenth edition, the guide is designed to assist college and university departments in answering the inquiries from students about graduate training in geography. One hundred twenty U.S. and 23 Canadian institutions are listed. The information given for each university includes: department name; degrees offered; number of degrees awarded in the period July 1976-June 1977; graduate students in residence, and those not in residence; department head; an address to write to for further information; a description of the programs and research facilities; academic plan, admission requirements, and financial aid; publications; and program staff names, ranks, and areas of specialization. A comprehensive staff listing and a geographical index are appended. (MSE)

ED 183 100 HE 012 356

*Jencks, Christopher And Others*

**Who Gets Ahead? The Determinants of Economic Success in America.**

Pub Date-25 Aug 79
Note-397p.
Available from-Basic Books, Publishers, 10 East 53rd Street, New York, NY 01122 ($17.50)
Pub Type- Books (010)
**Document Not Available from EDRS.**
Descriptors-College Attendance, Economic Opportunities, *Economic Status, *Educational Benefits, *Educational Status Comparison, Education Work Relationship, *Employment Potential, Equal Education, Failure Factors, Family Background, Higher Education, Race Influences, Social Status, Socioeconomic Background, *Socioeconomic Influences, *Success Factors

Drawing on more than 11 surveys conducted over more than a decade, this book investigates the relationship between personal characteristics and economic success among American males aged 25 to 64. Responding to the controversy that followed the publication of Inequality: A Reassessment of the Effect of Family and Schooling in America,'' this book concentrates on the determinants of individual success within the existing economic system, not with the determinants of the level of inequality. Focus is on four kinds of personal characteristics: family background, cognitive skills, personality traits, and years of schooling. Chapters discuss: the methods of research used to gather information; the effects of family background, academic ability, noncognitive traits, education, and race on earnings; who gets ahead; individual earnings and family income; the realm of variance among the surveys; the effects of research style; and results of the comparison of this report to the inequality report that preceded it. It is concluded that schooling has the greatest influence on a person's eventual status or earnings. Tables and figures offer statistical data gathered in the research such as subsamples from the 11 surveys, comparison on income and background, and family effects on test scores. Notes on each chapter are offered in conclusion along with an extensive bibliography and index. (LC)

**Government and Academia: The Uneasy Bond. A Round Table Held on April 13, 1978.**
American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date-13 Apr 78
Note-35p.; AEI Forum 19
Available from-American Enterprise Institute for Public Policy Research, 1150 Seventeenth St., N.W., Washington, DC 20036 ($2.00)
Pub Type- Miscellaneous (999) - Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Freedom, Admission Criteria, Bureaucracy, College Admission, College Role, Compliance (Legal), Faculty Promotion, *Federal Regulation, *Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Personnel Policy, Research Projects, Teacher Employment

An edited transcript of a televised American Enterprise Institute Public Policy Forum examines the dangers and benefits of the relationship between government and academia. The following questions about the government's increasing role in higher education are discussed by the panel: Can state and federal governments assist colleges and universities without overburdening them with regulatory red-tape and without endangering academic freedom? How much independence from societal control can colleges and universities claim, and on what grounds? Does government endanger academic freedom when it sets rules for faculty hiring and promotion, for student admissions, and for the prohibition of certain types of research? Panel members are Robert A.

Goldwin, Stephen Graubard, David Mathews, and Robert Wood. John Charles Daly serves as the panel moderator. (SW)

ED 183 119 HE 012 383

*Davison, Richard L.*

**Fall 1979 Enrollments, North Dakota Institutions of Higher Education.**

North Dakota Postsecondary Education Commission, Bismarck.
Pub Date-Dec 79
Note-92p.
Available from-North Dakota Postsecondary Education Commission, State Capitol Building, Bismarck, ND 58505.
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-College Credits, College Majors, *Enrollment, *Enrollment Rate, *Full Time Students, *Graduate Students, *Higher Education, Maps, *Part Time Students, Place of Residence, Student Characteristics, *Undergraduate Students
Identifiers-Full Time Equivalency, In State Students, *North Dakota, Out of State Students

Enrollment data supplied to the North Dakota Postsecondary Education Commission by institutions of postsecondary education are presented. The following statistical tables are included: headcount and full-time enrollment; total student credit hours of part-time students; full-time equivalent enrollments of part-time students; total of full-time and full-time equivalent of part-time enrollment; full-time equivalent enrollments based on total student credit hours; nonresident headcount undergraduate enrollments by state; graduate and professional headcount enrollments by states nonresident; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; institutional enrollment by county of origin; headcount enrollments at North Dakota colleges by race; headcount enrollments at North Dakota colleges by citizenship, veteran status, sex, marital status, and transfer status; headcount enrollments by campus residence; headcount of majors for colleges and universities, one-year and two-year programs, ano graduate and professional programs; and total student credit hours produced by course level by student level. (SW)

ED 183 044 HE 012 219

*Klitgaard, Robert E.*

**The Decline of the Best? An Analysis of the Relationships Between Declining Enrollments, Ph.D. Production, and Research. Number 65 D.**

Harvard Univ., Cambridge, Mass. Kennedy School of Government.
Pub Date-May 79
Note-99p.; Discussion Paper Series
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Academic Achievement, *College Faculty, *Declining Enrollment, *Doctoral Degrees, Educational Change, Educational Quality, *Employment Opportunities, Government Role, Graduate Study, *Higher Education, Intervention, Job Market, *Research, Trend Analysis
Identifiers-Scholarship

Current evidence on the prospective decline of the labor market for Ph.D.'s is examined. Focus is on the effects of the decline in academic hiring in the quality and quantity of scholarship and research. After an introduction to the problem, the second chapter summarizes the evidence on the impending decline, maintaining that (1) research is a public good, (2) falling university enrollments will lead to fewer jobs in academe which will harm research and scholarship (and higher education generally), (3) universities cannot respond effectively, and, therefore, (4) governmental intervention is warranted. Chapter Three considers the nature of university research as a public good. The effects of reduced academic hiring, including numbers, quality, decline in research, and loss of young scholars, are surveyed in the fourth chapter. Chapter Five evaluates the arguments concerning the inability of uqiversities to adjust optimally to the decline. The final chapter reviews alternative interventions, such as improving admissions procedures, supporting graduate students, creating more jobs in academe, and funding more research. (Author/PHR)

ED 183 024 FL 011 054

*Racle, G.*

**L'enseignement au niveau avance: Problemes et essais (Instruction on the Advanced Level: Problems and Experiments).**

Pub Date-79

Note-26p.

Language-French

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Course Content, *Course Descriptions, *Course Objectives, Educational Objectives, *Language Instruction, Language Proficiency, Language Skills, *Language Styles, Language Usage, Literary Conventions, *Literature, Postsecondary Education, Secondary Education, Second Language Learning, Speech Communication, Teaching Guides, *Teaching Methods, Written Language

The determination of Objectives conditions the choice of materials, methods, and evaluation of results in all stages of foreign language learning. The first level is a necessary foundation, but by itself is insufficient for the study of literature or for communication purposes in a new linguistic milieu. The fundamental notion of language styles is proposed as the structuring principle of the more advanced level of instruction. Generally speaking, in a foreign language, students know what they are taught. Because the content of an advanced level course can be quite vast, what is taught depends on the objectives pursued. Whatever the syntactic or semantic content, it must be presented and learned in reference to language styles. For example, if the objective of the course is learning the written language and eventually literature, it is necessary to broaden the students' learnings in the direction of the more complex structural models of the written language. In conclusion, an example is provided of a course based on the notion of language style and corresponding to a situational reality. This course aims at preparing students to communicate effectively in situations in which government employees might find themselves. (AMH)

ED 183 063 HE 012 301

**Better Cash Management Can Reduce the Cost of the National Direct Student Loan Program. Report to the Congress by the Comptroller General of the United States.**
Comptroller General of the U.S., Washington, D.C.
Report NO.-FGMSD-80-5
Pub Date-27 Nov 79
Note-34p.
Available from-United States General Accounting Office, Distribution Section, Room 1518, 441 G St. NW, Washington, DC 20548 ($1.00)
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Budgeting, *Efficiency, Federal Aid, *Federal Programs, Government Role, *Government School Relationship, Higher Education, Institutional Administration, Interest, *Money Management, *Money Systems, Program Evaluation, Student Financial Aid, *Student Loan Programs
Identifiers-*National Direct Student Loan Program

The Office of Education has allowed schools participating in the National Direct Student Loan Program to hold more than an annual average of $63 million in federal funds in excess of their 30-day needs. The General Accounting Office estimates that if the Treasury had this money it could save the government interest costs of as much as $4 million, and suggests that the lack of sound cash management practices is the primary cause of the increase in excess funds. It is recommended that new legislation be passed for better cash management by the government and for the return of excess funds. Interim measures for better cash management by the schools themselves are also suggested, including deposit of excess funds in interest-bearing accounts pending their return to the Treasury. (ME)

ED 183 064 HE 012 302

*Hass, John Henry, Comp.*

**Selected Information Resources on Scholarships, Fellowships, Grants and Loans. NRC Switchboard. Revised Edition.**

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Report NO.-LC-SL-77-1

Note-38p.; For related document see ED 143 265

Available from-National Referral Center, Science and Technology Division, Library of Congress, 10 First St. SE, Washington, DC 20540

Pub Type- Reference Materials (130) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Agencies, Federal Programs, *Fellowships, *Grants, Higher Education, *Information Sources, Library Reference Services, *Nonprofit Organizations, Professional Associations, *Scholarships, Student Financial Aid, *Student Loan Programs

Identifiers-*Philanthropic Foundations

In this revised edition listings are included for over 50 organizations offering some kind of student financial aid or exchange programs. For each organization the address or addresses and telephone number are given, as well as information on its composition and purposes, areas of interest, holdings (specialized information collections), publications, and information services. Public and private agencies are included. Among the agencies are: African-American Institute, American Field Service, American Association of Medical Assistants, U.S. Department of Commerce, Citizens' Scholarship Foundation of America, Ford Foundation, Institute for Services to Education, and National Council on Philanthropy. (MSE)

ED 183 083 HE 012 337

*Lunney, Gerald H. Watters, Eric D.*

**The Independent Sector and Statewide Planning for Higher Education: Suggestions for Implementing the Data Brokerage Function in the State Association.**

Kentucky Council of Independent Colleges and Universities, Danville.
Pub Date-80
Note-33p.; For related documents, see HE 012 335-336
Available from-Council of Independent Kentucky Colleges and Universities, Danville, KY 40422
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Administrative Policy, Data Analysis, *Data Bases, Data Collection, Government School Relationship, *Higher Education, *Management Information Systems, Policy Formation, *Private Colleges, *Professional Associations, Program Descriptions, State Government, *Statewide Planning
Identifiers-Kentucky, National Center for Higher Education Management, *State Level Information Base

Suggestions for developing a data brokerage capability for state associations are offered, based on an investigation by the Council of Independent Kentucky Colleges and Universities of the data system developed by the National Center for Higher Education Management. Since this data system (the State Level Information Base (SLIB)) was externally developed, the Council sought to determine its relevance for independent colleges. The Council also sought to develop procedures for including the independent sector in any planning activities that would take place in the states as they implemented SLIB. Policy recommendations made by the Council are summarized. It was concluded that independent colleges and universities, through their state associations, must develop data analysis and planning capacity that is free-standing from governmental agencies. A description of the research committee established within the Council to direct the data brokerage function for the state association is included. A brief conference paper on the Higher Education General Information Survey (HEGIS), an outline of HEGIS data elements, and a summary of the final SLIB structure for data needs and collection are appended. (SW)

ED 183 082 HE 012 336

*Watters, Eric D. Lunney, Gerald H.*

**The Independent Sector and Statewide Planning for Higher Education: The Data Initiative.**

Kentucky Council of Independent Colleges and Universities, Danville.

Pub Date-80

Note-59p.; For related documents, see HE 012 335-337

Available from-Council of Independent Kentucky Colleges and Universities, Danville, KY 40422

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Administrative Policy, Data Analysis, *Data Bases, Data Collection, Government School Relationship, *Higher Education, *Management Information Systems, Policy Formation, *Private Colleges, *Professional Associations, Program Descriptions, State Government, *Statewide Planning

Identifiers-Kentucky, National Center for Higher Education Management, *State Level Information Base

A description is presented of the first two years of a review that assessed the State Level Information Base (SLIB) project of the National Center for Higher Education Management. The Council of Independent Kentucky Colleges and Universities undertook this investigation to determine the relevance of an externally developed data system for independent colleges and also to develop procedures for including the independent sector in any planning activities that would take place in the states as they implemented SLIB. Policy recommendations made by the Council are summarized. Appendices provide a list of concerns to be covered in a policy statement regarding data requests, the proposed data brokerage function for the state association, a description of the research committee that was established within the Council to direct the data brokerage function for the association, a detailed discussion of the potential that exists for research based on government surveys, a list of the planning concerns suggested by SLIB, and the responses that the task force made to the data collection tables listed in the field review edition of the SLIB Manual. (SW)

ED 183 103 HE 012 359

**Centre for Teaching and Learning Services, McGill University, Montreal, Annual Report, 1978-1979.**

Texas Univ., Arlington. Library.

Pub Date- 79

Note-40p.; Prepared at the Centre for Teaching and Learning Services.

Available from-McGill University, Centre for Teaching and Learning Services, Montreal, Quebec, Canada

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrative Organization, College Faculty, *Consultation Programs, Educational Development, Educational Research, Effective Teaching, *Faculty Development, Faculty Evaluation, Foreign Countries, Higher Education, *Instructional Improvement, *Research and Development Centers, *Resource Centers, *Teacher Centers

Identifiers-*McGill University (Canada)

The 1978-79 annual report of the McGill University Centre for Teaching and Learning Services (CTLS), which replaces the Centre for Learning and Development (CLD) and incorporates the Instructional Development Service Project, is presented. The tenth and final year of the operation of the CLD and reasons for the transition are covered. Topics are as follows: organization of the centre, the McGill evaluation system, Teaching and Learning an individualized course for instructors in higher education, the McGill course questionnaire item bank, course planning and instructional analysis, consultations, workshops and seminars, publications, resource centre and reading room, teaching, research at the centre, academic publications, faculty committee activities, faculty professional membership, and future mandates of the centre. (SW)

ED 183 102 HE 012 358

*Startup, Richard*

**The University Teacher and His World: A Sociological and Educational Study.**

Pub Date-Mar 80
Note-178p.
Available from-Renouf USA, Inc., Brookfield, VT 05036 ($28.25)
Pub Type- Books (010)
**Document Not Available from EDRS.**
Descriptors-*College Faculty, Departments, *Higher Education, Occupational Information, Research, Social Behavior, Student College Relationship, *Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Characteristics, Teacher Response, *Teacher Role, Teacher Stereotypes
Identifiers-Department Heads, *Teaching (Occupation)

The academic activity and occupational role of the university teacher is examined from a sociological as well as an educational viewpoint. The sociological focus is on the role the teacher assumes as dictated by the central concept on what a university teacher should be, including the types of relationships that surface from this central concept. On the educational side attention is given to the teacher-pupil relationship. Methods used in the study are staff interviews, a staff survey, and a student survey. Data centered on four academic departments: Classics, Pure Mathematics, Civil Engineering, and Psychology. It is noted that department size and subject matter had an effect on the teacher's relationship to his role. Part One (Activities) examines teaching, research, and external activities. Part Two (The Department and the University) discusses the role of the departmental head and resources, political authority and sanctions. Part Three (Student Perspectives) looks at the undergraduate view of the university teacher. In conclusion, the sources of variation and change within the teacher role is examined. The appendix contains the interview schedule and sample questions used with eight departmental heads along with other academic staff. A bibliography is provided. (LC)

ED 183 065 HE 012 304

*Boozer, Bernard*
**Grades and Teacher Characteristics.**
Pub Date-77
Note-37p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Rank (Professional), Age, Class Size, *College Faculty, *Grading, Higher Education, Intellectual Disciplines, Sex Differences, Statistical Studies, *Teacher Characteristics, Tenure
Identifiers-*State University College at Cortland NY, *State University College at Oswego NY, State University of New York

A study was conducted over four semesters, spring 1976 through fall 1977, at the State University Colleges at Oswego and Cortland, two arts and sciences colleges of the State University of New York. It investigated the relationship of selected demographic variables of college teachers, selected environmental factors, and grades given by faculty members. It was found that grading patterns are idosyncratic of each campus, despite the institutions' similarities. Class size and level were found to have some, though statistically insignificant, relationship to grading practice, while faculty rank, degree, and tenure, sex, age, and discipline have none. It is concluded that the factors in the study cannot in themselves account for grading differences. (MSE)

**Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.**

National Advisory Committee on Black Higher Education and Black Colleges and Universities, Washington, D.C.
Pub Date-Sep 79
Note-115p.
Available from-National Advisory Committee on Black Higher Education and Black Colleges and Universities, Department of HEW, Washington, DC 20202
Pub Type- Opinion Papers (120) - Reports - General (140)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Access to Education, Administrative Policy, *Black Colleges, *Black Students, College Integration, Educational Alternatives, Educational Opportunities, Educational Policy, *Equal Education, Government Role, Government School Relationship, Higher Education, Institutional Autonomy, Mergers, Minority Groups, Policy Formation, *Public Policy
Identifiers-Diversity, Position Papers

The report is the second in a series geared to generating policy and focusing national attention on the participation of blacks in higher education. It explores the concept and practice of institutional diversification in the United States and the implications and benefits of diversity for blacks seeking postsecondary education. It is the committee's concern that predominantly black colleges be maintained rather than be merged into white institutions. The methods identified to maintain institutional diversity encompass many areas, including the needs to expand institutional options for students of differing abilities and socioeconomic levels, to insure institutional viability, and sustain educational environments historically responsive to particular racial and ethnic group needs. Possible state and federal policies are examined. Appended are lists of historically black colleges and newer predominantly black colleges, criteria for Carnegie classification of four-year institutions, and charts outlining federal financial obligations to historically black colleges (organized according to federal agency). A list of references is included. (MSE)

**Urban Higher Education Network Formed to Interchange Common Problems, Promising Programs.**

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Apr 79
Note-13p.; Photographs may not reproduce clearly
Available from-Urban College and University Network, AASCU, Suite 700, One Dupont Circle, Washington, DC 20036
Journal Cit-Connections; v1 n1 Apr 1979
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Basic Skills, Bilingual Education, *College Cooperation, Community Colleges, Consortia, Curriculum Development, Ethnic Groups, *Higher Education, *Information Networks, Needs Assessment, *Outreach Programs, Program Descriptions, Regional Cooperation, School Holding Power, Spanish Americans, Teacher Retirement, Testing Programs, *Urban Areas, *Urban Universities, Volunteers

Identifiers-Alabama (Birmingham), Connecticut (Hartford), Massachusetts (Boston), New Jersey (Jersey City), San Francisco Consortium, University of the District of Columbia

Two topics are emphasized in this first newsletter of the Urban College and University Network of the American Association of State Colleges and Universities. The first concerns the establishment of the network: its purpose in promoting communication among urban institutions; its composition; a look at the students of the institutions; promising programs of interest to other institutions; some widespread problems of this kind of institution. A list of the more than 200 participants to date is included. The second topic concerns Ford Foundation programs operating in six cities. The programs are in: assessing programs, jobs, and student needs (the San Francisco Consortium); basic skills taught by retired teachers (Birmingham, Alabama public schools); comprehensive testing to reduce attrition (University of the District of Columbia); six public higher education institutions cooperating to reach new students (Boston); redesigning curricula to include basic skills (three institutions in Jersey City, New Jersey); and bilingual expansion to aid Hispanics (three institutions in Hartford, Connecticut). (MSE)

ED 183 047 HE 012 248

**Academic Science. Graduate Enrollment and Support Fall 1978. Surveys of Science Resources Series.**

National Science Foundation, Washington, D.C.
Report NO.-NSF-79-316
Pub Date-79
Note-89p.; Deteiled Statistical Tables may be marginally legible.
Available from-Universities and Nonprofit Institutions Studies Group, Division of Science Resources Studies, National Science Foundation, Washington, DC 20034
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Colleges, Comparative Statistics, Departments, Doctoral Programs, Educational Finance, *Engineering, *Enrollment Trends, Full Time Students, *Graduate Study, Graduate Surveys, *Higher Education, Institutional Characteristics, *Medical Schools, Part Time Students, *Sciences, Tables (Data), Universities

Data on graduate science enrollment and support as of the Fall 1978 is reported. Surveys were sent to 418 schools 285 graduate schools and 133 medical colleges which included 8,242 graduate departments. After a review of the survey backgrouqd and the scope, response rates, and imputation effects, Section Two classifies each institution and reporting unit alphabetically by state. The major section presents the statistical tables, divided into two parts. Part A displays all comparable enrollment data from doctorate-granting institutions available for the period 1974 through 1978. Part B provides four special tables two describe the number and characteristics of graduate departments included in the data tables, a third table ranks institutions in terms of the total graduate science and engineering enrollment in 1978, and the fourth table summarizes the institutional data by field and alphabetically by state. Statistics in Part A are further divided into full- and part-time enrollment, financial support, year in school, and public or private institution. (Author/PHR)

ED 183 027 FL 011 063

*Lange, Dale L., Comp. Clifford, Ray T., Comp.*

**Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography. Language in Education: Theory and Practice, No. 24.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-77-0049
Note-349p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 ($7.95)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-Annotated Bibliographies, *Bilingual Education, *English (Second Language), French, German, *Language Instruction, *Language Proficiency, Language Research, *Language Tests, Measurement Instruments, *Second Language Learning, Spanish, Test Construction, Test Validity

Documents and articles on second language testing that were included in the ERIC data base from 1966 through 1979 are covered in this bibliography. Each of the approximately 1600 entries is identical to a document resume that appeared in Resources in Education'' or Current Index to Journal in Education'' during that period. The bibliography is indexed by subject and author. Most of the documents cited are not actual tests but reports on such subjects as the application of specific testing theories and the evaluation of testing methodologies. Conference papers, institutionally sponsored studies, and monographs are among the document types included. Although the documents cited deal principally with second language testing, many are applicable to language testing as a whole. (JB)

ED 183 046 HE 012 241

*Feldman, Reynold*

**The Educated Person in Cross-Cultural Perspective. Implications for the Postsecondary Educational Planner. UMHE Monograph Series, No. 4.**

United Ministries in Higher Education, Valley Forge, Pa.

Report NO.-UMHE-4

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Conference of the Society for College and University Planning (13th, Hollywood, FL, July 31, 1978)

Available from-United Ministries in Education, Educational Ministries, ABC, Valley Forge, PA 19481 ($1.00; $0.50 each for 10 or more)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-College Planning, Continuous Learning, Cross Cultural Studies, *Cultural Factors, *Cultural Traits, Definitions, *Educational Objectives, Foreign Countries, *Futures (of Society), Global Approach, *Higher Education, Models, Non Western Civilization, Western Civilization

Identifiers-China (Ancient), India, Peoples Republic of China

Five distinct images of the educated person are examined: the well-educated American (representing the Western world), the Indian guru or yogi, the Confucian scholar or Mandarin, the socialist comrade from the People's Republic of China, and the new human being'' (a futuristic view of the holistically educated person). These concepts are discussed in the context of the literature of the various cultures. Implications for the postsecondary education planner are noted: (1) educators and their charges need to be clear about the goals of educational programs; (2) an education based on a monocultural formulation of the past is no longer adequate nor appropriate; (3) education is a process that cannot be contained in a single set or type of institution; (4) to be wholly rather than partially educated means focusing on and attaining many goals, one at a time; and (5) students can be encouraged to pursue lifelong learning goals beyond the emphasis and scope of intellectually-oriented universities. (MSE)

ED 183 026 FL 011 062

*Kinyomi, Folashade O.*

**A Curricular Plan for Improving English Instruction in Secondary Schools in Nigeria.**

Pub Date-Mar 80
Note-111p.; Paper presented to seminars at New Mexico State University (Las Cruces, NM, Fall 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Curriculum Guides, Dictionaries, *English (Second Language), Form Classes (Languages), *Language Instruction, *Language Skills, Listening Comprehension, Reading Skills, Secondary Education, *Second Language Learning, Speech Skills, *Teaching Methods, Writing Skills
Identifiers-*Nigeria, *Nigeria (Lagos)

A curriculum is presented as part of a plan for improving English language instruction in secondary schools in Nigeria. The current status of English in Nigeria is viewed as ambiguous: the importance of English as a lingua franca and official language is contrasted with the neglect of English instruction and the failure to upgrade language instruction in general, among a great portion of the population. A proposed learning-theory-based plan for English instruction takes as its target the secondary school system of Lagos state. Five levels of English instruction are dealt with. Course objectives, classroom teaching techniques, suggested materials, and evaluation methods are detailed for each level. The program is divided into four skills components: parts of speech, listening and speaking, reading, and writing. (JB)

ED 183 045 HE 012 226

**Scholarships Guide for Commonwealth Postgraduate Students, 1980-82.**
Association of Commonwealth Universities, London (England).
Pub Date-79
Note-326p.
Available from-Association of Commonwealth Universities, John Foster House, 36 Gordon Square, London WC1H 0PF, England (4.95 pounds)
Pub Type- Reference Materials - Directories/Catalogs (132) - Books (010)
**Document Not Available from EDRS.**
Descriptors-College Majors, *Eligibility, *Fellowships, Foreign Countries, *Graduate Students, Guides, Higher Education, Internship Programs, *Scholarships, *Student Financial Aid, *Tuition Grants
Identifiers-Applicants, *United Kingdom

This handbook contains summarized information about scholarships, grants, studentships, demonstratorships and assistantships, and other forms of financial assistance open to graduates of universities in one British Commonwealth country who wish to undertake postgraduate study or reseach at a university in another Commonwealth country. It includes both awards specifically intended for Commonwealth graduates and awards for which they may apply among other candidates. The entries have been arranged in sections according to country or countries of tenure. The first section contains awards tenable in more than two countries. This is followed by sections for the various countries in alphabetical order, listing awards tenable only in the country concerned, or in that country and one other, with appropriate cross-references. Within each section, awards unrestricted as to field of study or offered in a wide range of subjects are shown first, followed by other awards grouped under the broad headings arts,'' social studies,'' science and technology,'' and medical sciences.'' Each entry is preceded by a reference number and begins with the name of the administering agency, followed by the title of the award. Other descriptive information includes subject, eligibility, tenure, and closing date. Appendix One contains a list of sources from which graduates of Commonwealth universities may obtain information about awards for postgraduate study tenable at universities in the country in which they graduated. (The appendix also includes details of awards open only to graduates of UK universities and tenable only in the United Kingdom.) Appendix Two gives details of scholarships and fellowships that are tenable at certain important non-University institutions. (SW)

ED 183 025 FL 011 056

*Mazon, M. Reyes*

**Overview of the LAU Center Technical Assistance Process and the Office for Civil Rights Task Force Remedies: Phase 1 Manual.**

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Pub Date-4 Mar 76

Note-73p.

Available from-Institute for Cultural Pluralism, 55441/2 Hardy Street, San Diego, CA 92182 ($2.34)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Bilingual Education, *Curriculum Design, Curriculum Evaluation, *Educational Planning, Educational Strategies, *Elementary Secondary Education, English (Second Language), *Multicultural Education, *Teacher Education

Identifiers-*Bilingual Programs, Lau Center

This manual, first in a series dealing with the Lau Center technical assistance approach, is designed to assist school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines. The manual summarizes the legislation, judicial decisions, and the Task Force Remedies which have given birth to bilingual education programs. The major portion of the guide describes the Lau General Assistance Centers, the function of which is to solidify coordination of bilingual programs throughout the country. Following this mandate, the following are provided here: (1) a definition of bilingual-bicultural education; (2) a method by which school districts can determine if a need for such a program exists in their jurisdiction; (3) suggestions for the kinds of programs and their emphases at the elementary and secondary levels; (4) a discussion of the CHCALT (Community, Home Cultural Awareness and Language Training) Model and its implications for teacher training; and (5) suggestions for the evaluation of such programs. (PMJ)

ED 183 104 HE 012 360

*Latzer, Robert M.*

**Project Outreach,'' Final Report, December 31, 1979.**

Jersey City State Coll., N.J.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-10 Jan 80
Note-69p.; Four pages of the appendices on the Colonial America curriculum may not reproduce well
Available from-Project Outreach, Jersey City State College, 3029 Kennedy Blvd., Jersey City, NJ 07305
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Art Education, *College Curriculum, *College Faculty, Colonial History (United States), Curriculum Development, Faculty College Relationship, *Faculty Development, Family (Sociological Unit), Higher Education, *Instructional Improvement, *Instructional Materials, Mathematics Education, Philosophy, Program Descriptions, Scientific Concepts, State Colleges, Teacher Participation
Identifiers-*Project Outreach

Fall 1979 activities for Project Outreach, a faculty development program at Jersey City State College, are described. Problems involved in carrying out these activities, a statement of expenditures and balances, and a set of recommendations are covered. Four areas of activity planned at the college were: a second series of study skills seminars, a reading/writing exploratory blend, course monitoring, and feedback/sharing sessions. Study skills seminars were not enacted in the fall semester and course monitoring was limited. The reading/writing effort operated successfully in the freshman block program, and two types of feedback/sharing sessions were conducted. One type was for participating faculty, and a second type was for faculty not yet involved in this kind of work. Recommendations are offered for improving faculty involvement in curriculum reform. Samples of course material in the following areas are appended: sociology of the family, colonial America, introduction to philosophy, basic concepts of science, and contemporary art. A report of the mathematics component of Project Outreach and the preliminary report to the Ford Foundation on the consortium project are also appended. (SW)

ED 183 121 HE 012 385

*Johnson, Jackie M.*

**Professional Leave, Fiscal 1979, Follow-Up Report. Washington Public Colleges and Universities. Report 80-8.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date-Feb 80

Note-37p.

Available from-Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504

Pub Type-Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Administrative Policy, *College Faculty, Community Colleges, Evaluation Criteria, *Faculty Development, Higher Education, *Professional Continuing Education, *Sabbatical Leaves, State Colleges, State Legislation, State Universities, Teacher Selection

Identifiers-Applicants, *Leaves of Absence, *Washington

Information is presented on policies and administration of professional leave activity in the public two-year and four-year institutions of higher education in Washington State. The survey of a sample of 1979-81 leaves sought information on selection criteria, purposes, and evaluation of accomplishments. Questions provided data on the following: the percentage of those applying for professional leave who are granted leave in an academic year; the official or committee responsible for recommending that an applicant be granted leave and the criteria used; the official responsible for determining that the purposes of the leave were fulfilled; evaluation of the institutional benefits of the leave accomplishments. Responses indicated substantial similarities in the administrative procedures for approving and evaluating professional leaves. There was evidence of a very direct relationship between the purposes of an approved leave and the institutional responsibilities of the faculty member. Responses also indicated a formal review process that is based on tangible documentation of the faculty member's leave. Responses by individual colleges to the question regarding the way the purposes of the leave related to the individual's institutional responsibilities are included. A fiscal 1979 report on professional leave and amending legislation are appended. (SW)

*Chance, William Pailthorp, Keith*

**Guidelines for the Review of New Degrees and New Degree Programs. Report No. 79-10. Revised.**

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jun 79
Note-56p.
Available from-Council for Postsecondary Education, 908 E. 5th Street, Olympia, WA 98504
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*College Curriculum, College Programs, *Curriculum Evaluation, *Degrees (Titles), Educational Demand, Educational Quality, Flow Charts, Higher Education, Needs Assessment, Program Costs, *Program Descriptions, *Program Proposals, Rating Scales, Records (Forms), State Agencies, State Colleges, *State Standards
Identifiers-*Washington

Revised guidelines for the review of new degrees and new degree programs are presented by the Council for Postsecondary Education of the State of Washington. Elements considered important in the review of proposals for new degrees are as follows: objectives, characteristics and content of the program; student, institutional, and societal need for the program; the quality of the curriculum in relation to national standards; the quality of faculty; program accreditation; placement of graduates from related programs; the compatibility of the proposed program with the institutional role and with other institutional programs; and fiscal requirements of the program in terms of staffing, facilities, and supportive services. The normal procedure for review of proposals by the Council is that it coordinates with the legislative budget cycle and with the academic calendar. A flow chart illustrates the normal sequence of events from conception of a new program to the point of implementation. Forms designed to provide the information needed for program review are included. (SW)

ED 183 122 HE 012 386

*Johnson, Jackie M.*

**Resident and Nonresident Undergraduate and Graduate Tuition and/or Required Fees, Public Universities, Colleges and State Universities, and Community Colleges. Report No. 80-5.**

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jan 80
Note-24p.
Available from-Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504
Pub Type- Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Community Colleges, Comparative Analysis, Fees, Full Time Students, *Graduate Students, Higher Education, *Public Education, State Colleges, State Universities, *Student Costs, *Tuition, *Undergraduate Students
Identifiers-*In State Students, *Out of State Students

Data on tuition and/or required fees are presented on resident/nonresident and undergraduate/graduate students at U.S. public colleges and universities and community colleges. In addition to statistical tables, charts are provided that graphically illustrate the relative position of Washington averages in the undergraduate four-year institution charges. The first four tables display the tuition and fee charges to full-time resident and nonresident, undergraduate and graduate students at the major public doctoral university of each state. Additional tables and corresponding charts show patterns in the college and state university sector similar to those of the major public universities. While data on charges to graduate students has only been collected since 1977, data on undergraduate students for years since 1972 are included. Data are also provided for the following seven states that have traditionally been used for comparisons: California, Illinois, Indiana, Michigan, Minnesota, Oregon, and Wisconsin. Estimated state average charges to both resident and nonresident community college students for 1978-79 and 1979-80 are also presented. (SW)

Forest, Robert F.

**A Plan for the Development of Policies Governing Administrative Merit for Faculty at Castleton State College.**

Pub Date-5 Jul 78
Note-46p.; Practicum presented to Nova University in partial fulfillment of requirements for the Doctor of Education degree
Pub Type- Reports - Evaluative (142) - Dissertations/Theses - Practicum Papers (043)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Awards, College Deans, *College Faculty, Committees, Competition, Competitive Selection, *Evaluation Criteria, Faculty College Relationship, *Faculty Evaluation, Higher Education, *Merit Pay, State Colleges, *Teacher Salaries, Unions
Identifiers-*Castleton State College VT

In order to clarify the process and criteria by which faculty at Castleton State College in Vermont are chosen for merit awards, the faculty union representative and an administration representative were interviewed. Problems of evaluation and funding, common in merit programs, were found to be paramount, and it became evident that the ideal merit award program would have to be scaled down to be realistic. It was also decided that the fairness of the plan and a positive impact on faculty morale were very important. In the plan developed, a committee of faculty and administration representatives would arrive at a written statement of criteria for awards. The individual faculty member would use these criteria as guidelines, and request consideration for an award at the time of the annual faculty evaluation report. The written request, supported by documentation of the faculty member's performance, would be submitted directly to the academic dean. A decision would be made based on the written guidelines, and notification of the decision and/or the amount of the award would be made by August 31st. (MSE)

ED 183 124 HE 012 396

*Gamson, Zelda F., Ed.*

**Liberal Education Varieties.**

Association of American Colleges, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Note-17p.
Available from-Association of American Colleges, 1818 R Street, NW, Washington, DC 20009
Journal Cit-The Forum for Liberal Education; v2 n5 Mar 1980
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Students, *College Curriculum, College Programs, Consortia, Course Descriptions, Curriculum Development, Educational Assessment, Educational Trends, Education Work Relationship, Federal Aid, Females, *General Education, Highereducation, Individualized Programs, Interinstitutional Cooperation, *Liberal Arts, Music Education, Natural Sciences, Nontraditional Students, Older Adults, Program Descriptions, Rural Population, Student Evaluation, Student Needs, Womens Studies
Identifiers-Funds for Improvement of Postsecondary Education, *National Project IV, *Nontraditional Education

This issue on liberal education contains two short articles on National Project IV and descriptions of liberal education offerings at colleges and universities in the United States. The articles by Richard Hendrix and Zelda F. Gamson discuss objectives of the project and its history. National Project IV, sponsored by the Fund for the Improvement of Postsecondary Education, is designed to identify and assess the varieties of liberal education offerings. The benefits of collaboration among a wide range of institutions selected as Associates in the project are emphasized. Program descriptions are presented for the following: Historical and Process Evaluation of Student Outcomes at Brooklyn College; Studies of the Natural Science Program and the Five Colleges Consortium at Hampshire College; Liberal Arts and Worker Education at

Hofstra University; University Studies Program at the University of Nebraska-Lincoln; The Institute of Study for Older Adults at New York City Community College; Project INTERTWINE at Northern Virginia Community College-Manassas Campus; Program on Women at Northwestern University; College of Liberal Studies at the University of Oklahoma; Examination of Innovative Programs at Radcliffe College; Examining an Eight-Semester Core Curriculum at Saint Joseph's College; An Alternative Approach to Education in Music at State University of New York-College at Old Westbury; Federated Learning Communities at State University of New York-Stony Brook; Evaluation of Liberal Arts Experiences at Talladega College; and Developmental Perspective on Liberal Education for Adults at Vermont State Colleges. (SW)

ED 183 105 HE 012 361

*Smith, Lyle R. Land, Michael L.*
**Student Perception of Teacher Clarity.**
Pub Date- 80
Note-20p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, *College Students, Comprehension, *Effective Teaching, Higher Education, *Language Patterns, *Mathematics Instruction, *Perception Tests, Semantics, Student Evaluation of Teacher Performance, *Teaching Methods, Verbal Communication

One hundred sixty college students were randomly assigned to eight groups defined by the possible combinations of teacher vagueness in instruction (vagueness v. no vagueness), teacher mazes conditions (mazes are defined as false starts or halts in speech, redundancy, and semantically nonsensical word combinations), and additional unexplained content (terms left undefined by the teacher and material not directly related to lesson content). Each group was presented a lesson on mathematical concepts. After the lesson each group was tested on comprehension of the concepts and the students evaluated the lesson presentation. The groups whose lessons contained no teacher vagueness or mazes performed better than those with vagueness. Student evaluations of the lessons indicated that students were able to distinguish between lessons with high and lower degrees of clarity. Further, student evaluations of the lessons were correlated singificantly with student achievement. These findings are discussed in relation to previous research on teacher clarity and student perceptions of clarity. (Author/MSE)

ED 183 106 HE 012 362

*Doersom, Barbara*

**The State of Professional Development in Pennsylvania Institutions of Higher Education.**

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-80
Note-14p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrative Personnel, Administrator Education, College Cooperation, *College Faculty, Consultants, *Faculty Development, Higher Education, Information Sources, Instructional Materials, Management Education, Needs Assessment, Professional Continuing Education, *Professional Development, Questionnaires, State Departments of Education, State Surveys, *Statewide Planning, Teaching Methods
Identifiers-*Pennsylvania

A survey of 95 Pennsylvania institutions of higher education was undertaken in November 1979 to: (1) determine the current state of professional development activities, (2) discover the types of professional development resources that institutions could share, and (3) disclose the kinds of professional development services perceived to be most needed from the state Department of Education. Both existing and planned involvement was found in 56 to 65 percent of the responding institutions. Those involved in these activities were tending to expand their involvement, while those not involved seemed to remain uqinvolved; involved institutions tended to foster a variety of types of programs. A strong interest is shown in programs concerned with: faculty training in the use of a variety of course presentation methods; administrative training in management techniques; and faculty training in the development and use of varied course material. Most institutions involved in professional development activities have shareable resources such as information, consultants, needs assessment instruments, learning packages, or taped programs. As the extent of involvement increases, so does the amount of these shareable resources. Graphs and charts show the distribution of programs and interest in the institutions surveyed. The survey instrument is appended. (MSE)

ED 183 125 HE 012 398

**The Distribution of Types and Packages of Student Aid Among Freshmen.**
American Council on Education, Washington, D.C. Policy Analysis Service.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-22 May 79
Note-29p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*College Freshmen, College Students, *Eligibility, Family Income, *Federal Aid, *Federal Programs, Grants, Higher Education, Need Analysis (Student Financial Aid), State Aid, *Student Financial Aid, Student Needs, Surveys, Tables (Data), *Work Study Programs
Identifiers-Basic Educational Opportunity Grants, Cooperative Institutional Research Program

Presented are extensive data tables showing the distribution of types and packages of student financial aid in the United States, according to family income, tuition level, and institutional control. Data are drawn from the data bank of the Cooperative Institutional Research Program. Federal need-based aid is emphasized. Some narration is provided, and federal policy implications are discussed. It is noted that almost half of all freshmen received some form of aid from some source; a little less than half these students had family incomes under $12,500. However, there were still substantial numbers of low-income students who did not receive aid. Self-help programs were found to be clearly useful in aiding higher-income students. Basic Educational Opportunity Grants (BEOG) were the only awards received by 57 percent of the survey respondents. Supplemental Educational Opportunity Grants were almost always part of a larger package. About half those receiving state or institutional grants also received some federal aid. The College Work-Study Program was the self-help program with the largest participation by low-income students, and federal self-help was often the only form of federal assistance received. Nearly two-thirds of the aided students received only a single award of any kind. It is concluded that (1) the BEOG formula and Uniform Methodology should be evaluated in terms of the characteristics of low-income students not now eligible; (2) appropriations for self-help programs should be made with the knowledge that it is the only form available to some; and (3) how BEOG-only students finance their education should be closely examined. (MSE)

*Wallace, Grace Spice May, W. Theodore*

**Longitudinal Career Pattern Study of Graduates of the University of Tennessee College of Nursing, 1954 through 1974. Volume I.**

Tennessee Univ., Knoxville.

Pub Date-80

Note-675p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF04/PC27 Plus Postage.**

Descriptors-*Career Development, *Education Work Relationship, *Employment Patterns, Employment Trends, Followup Studies, *Graduate Surveys, Hospital Personnel, Job Satisfaction, Longitudinal Studies, Medical Education, *Nurses, Professional Continuing Education, School Health Services, Unemployed

Identifiers-Allied Health Personnel, *Nursing Education, *University of Tennessee

The first of a two-volume report on the findings of the Longitudinal Career Pattern Study of Graduates of the University of Tennessee College of Nursing (UTCN) 1954-1974 is presented. Volume I includes a description of the study, the characteristics of the target population and participants, the identification of the geographic regions from which participants came to attend the program, and those aspects of the participants' activities after graduation that relate to post-baccalaureate education and employment, as well as the participants' evaluation of their preparation for practice. After an introductory overview of the curriculum, characteristics of participants and a summary of findings, separate chapters are presented on: post-baccalaureate education, examining degrees earned; employment, focusing on rate of employment; employees, describing the type of work participants were hired to do; non-employment, examining the reasons for non-employment; respondents' evaluation of the UTCN program, reporting on achievement of educational goals; and continuous nursing careers, reporting on professional continuing education. One general impression from the findings was that hospitals could reasonably count on UTCN graduates as staff nurses in the traditional medical, surgical, general and pediatric fields of care for four years out of the employee's work span. For the remaining years of the work span of the respondents who stayed in nursing employment, hospitals could count on (1) a small number remaining in the traditional clinical fields and the traditional positions in the nursing service hierarchy, and (2) a small number remaining in their employ but moving into more specialized fields of practice and into positions with more specific functionally and clinically oriented titles. There was little evidence of respondents moving up in the administrative hierarchy in nursing service positions. Charts, tables, and the form letters and questionnaires used in the survey are appended. (LC)

ED 183 127 HE 012 414

*Centra, John A.*

**Determining Faculty Effectiveness. Assessing Teaching, Research, and Service for Personnel Decisions and Improvement.**

Pub Date-79
Note-204p.
Available from-Jossey-Bass Publications, 433 California Street, Suite 1000, San Francisco, CA 94104 ($12.95)
Pub Type- Books (010) - Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors-Academic Achievement, Accountability, Administrator Guides, *College Faculty, *Effective Teaching, *Evaluation Methods, Faculty College Relationship, *Faculty Workload, Higher Education, Legal Responsibility, Peer Evaluation, Rating Scales, Student Evaluation of Teacher Performance, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Evaluation, Teacher Welfare
Identifiers-Self Evaluation (Persons), *Teacher Effectiveness

An authoritative, research-based guide to determining faculty effectiveness is offered. Assessment of classroom teaching, scholarship and research, public service, and student advising are faculty tasks examined for personnel decisions and general improvement. Emphasis on educational accountability in academe, due to declining enrollments and financial cut-backs, is noted. Developed to aid administrators and faculty leaders in upgrading their institutions' faculty evaluation programs, the book focuses on the traditional evaluation methods (including peer evaluations and measures of student achievement) and innovative ones (such as videotape playback sessions and individualized professional growth contracts). Chapters discuss: goals and procedures of faculty evaluations; uses of student ratings; benefits of self-assessment and self-analysis; evaluations by colleagues; measures of student learning; assessment of research, advising, and public service; legal considerations and personnel decisions; and assembling data to make decisions. Facts about available student rating instruments are examined in the appendix. A list of exhibits offers statistical and general information ranging from the Student Instructional Report (SIR) to analysis of instruction: lectures, discussions, and questioning. References and an index are included. (LC)

ED 183 128 HE 012 415

*Baird, Leonard L. And Others*

**Understanding Student and Faculty Life. Using Campus Surveys to Improve Academic Decision Making.**

Pub Date-80

Note-299p.

Available from-Jossey-Bass Publishers, 433 California Street, Suite 1000, San Francisco, CA 94104 ($14.95)

Pub Type- Books (010) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors-Administrator Role, College Administration, *College Environment, College Faculty, *Decision Making, Educational Assessment, Educational Environment, *Faculty College Relationship, Faculty Development, Faculty Evaluation, Higher Education, *Institutional Characteristics, Organizational Climate, *School Surveys, Social Environment, Student Attitudes, *Student College Relationship, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Morale

Identifiers-Teacher Workload

A comprehensive guide to the use of environmental assessments for understanding and improving student and faculty life is presented. Environmental assessments are examined as tools for academic decision-makers in understanding the extent and quality of the communication among its members, their sense of community, their emphasis on academic rigor, and the power of campus bureaucracy. The book explains how to select or develop effective survey instruments for campus assessments, how to interpret the results, and how to apply these results to the task of improving the institutional climate through specific constructive actions. It also addresses the practical problems of environmental assessments: defining their purposes, choosing the best approaches, eliciting cooperation from the parties involved, and incorporating the results into the decision making process. Chapters examine: the importance of surveying student and faculty views; developing information systems; diversity among campus groups; evaluating the faculty's sociopsychological environment; collecting and applying social and economic information; utilizing inter-institutional data to evaluate policy; recognizing problems and implementing results; use of campus surveys; and a directory of leading instruments for assessing campus environments. References and an index are provided. (LC)

ED 183 129 HE 012 454

*Synnott, Marcia Graham*

**The Half-Opened Door: Discrimination and Admissions at Harvard, Yale, and Princeton, 1900-1970. Contributions in American History, Number 80.**

Pub Date-Jun 79
Note-310p.
Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, CT 06880 ($23.95)
Pub Type- Books (010) - Historical Materials (060) - Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors-Academic Standards, Access to Education, Admission Criteria, Affirmative Action, *Blacks, *Catholics, Due Process, *Educational Discrimination, *Educational History, Equal Education, *Higher Education, *Jews, Minority Groups, Private Colleges, Selective Admission, Student College Relationship, Student Experience, Student Financial Aid, Student Rights

Identifiers-Diversity, Eliot (Charles W), Harvard University MA, *Ivy League Colleges, Lowell (A Lawrence), Princeton University NJ, Wilson (Woodrow), Yale University CT

The origins, history, and final demise of discriminatory admissions policies at Harvard, Princeton and Yale are examined. It is reported that by the early 1920's the Big Three racial and religious quotas were fully operative in response to the influx of Jews, Catholics, and other new groups that threatened the hegemony of the old-stock Americans who traditionally composed the student body. The discrimination suffered by the Jewish and Catholic students who were admitted to these universities is revealed. Change in the admissions policies came after World War II with the increase in democratization. It is shown how admissions on the basis of merit helped these colleges preserve their traditions of academic excellence. Chapters discuss the changing campus, various policies and philosophies held by college presidents, admissions policies, student experiences at these colleges, and events leading to change and growth. Tables offer statistical information such as: percentage of Jewish students at 30 colleges and universities, 1918-1919; Jewish and Gentile students under discipline, 1912-1913 to 1921-1922; scholarships awarded to Jewish students at Yale, 1911-1925; and religious preferences of Yale undergraduates and graduate students, 1947-1954. Notes are provided on each chapter offering clarification and references and an index of terms. (LC)

IR

*Thomas, David B.*

**Effects of Alternative Response Mode Requirements on the Acccuracy of Student Response in Computer-Based Testing. Report Series 1979.**

Iowa Univ., Iowa City. Computer Center.
Pub Date-79
Note-8p.
Available from-CAI Laboratory, University of Iowa, Weeg Computing Center, Iowa City, IA 52242
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-College Students, *Computer Assisted Instruction, *Educational Research, Reaction Time, *Response Mode, Response Style (Tests), Typewriting, Typists

This study was designed to determine the accuracy with which a student in a computer-based testing situation will be able to accurately communicate the selected answer to the computer. Such a test was administered to 34 students, with the answer to each item supplied. Examinees, who were identified as touch typists or non-typists, used either the numbers 1 through 5 or the letters A through E as possible answers. Test scores were significantly higher for examinees taking the test under the letter condition, and typists in this group completed the task more quickly; the non-typists worked faster under the number condition. An inspection of the errors revealed that adjacent and blank key errors occurred more frequently for the number condition and for nontypists. The limitations of this study which affect the generalizability of the findings are discussed, and it is recommended that the study be replicated with more realistic looking items and a more balanced sample. (Author/JEG)

ED 183 131 IR 008 027

**Instructional Computing at the University of Iowa: A Descriptive Assessment.**

Iowa Univ., Iowa City. Computer Center.
Pub Date-78
Note-15p.; Appendices removed prior to filming type too small to reproduce
Available from-CAI Laboratory, Weeg Computing Center, University of Iowa, Iowa City, IA 52242
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Computer Assisted Instruction, *Computer Oriented Programs, *Educational Research, *Faculty Development, *Higher Education, *Use Studies

This document reports the findings of a survey-based descriptive assessment study undertaken in 1977 to obtain systematic feedback on the magnitude, nature, and effectiveness of instructional computing as it is being employed on the University of Iowa campus. Included in the report are a description of the survey procedures employed, an overview and introductory comments, demographic data, and an analysis of the perspective of faculty members on instructional computing. This last section provides faculty statements of relative value, subjective evaluations of instructional benefits, and other observations based on judgements of faculty members employing computer supported instruction. (Author/JEG)

ED 183 132 IR 008 031

*Katz, Ruth M. Elliott, Linda*

**Staff Training via Telecommunications: Analysis of Needs and Delivery Alternatives. Final Report Executive Summary.**

Denver Univ., Colo. Center for Social Pesearch and Development

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Jun 79

Grant-12-P-59157/8-01

Note-33p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Cost Effectiveness, Delivery Systems, *Educational Needs, Job Training, *Staff Improvement, State Agencies, State Programs, *Telecommunication, *Vocational Rehabilitation

The project described in this executive summary was designed to identify: the unmet vocational rehabilitation training needs of state agency staffs; courseware being used; other training materials being used or needed in the future; and the potential of telecommunications technologies to deliver the needed training. The project's oranizational and research activities reported in this study include: (1) an intensive case study of the pilot states, a survey of training needs and present training delivery methods, and the survey data analysis; (2) an analysis of the human and organizational factors affecting telecommunication use and a review of needed and available software; (3) the identification of potential telecommunications alternatives and their costs; analysis of their cost effectiveness relative to traditional delivery methods, and preparation of test and evaluation plans for the most promising alternatives; (4) the identification of state and federal government factors affecting the delivery of public sector telecommunication alternatives; and (5) the development and production of a media package describing the project, introducing telecommunication concepts, and highlighting the results of the project. (Author/RAO)

ED 183 112 HE 012 369

**Supreme Court of the United States Syllabus. National Labor Relations Board v. Yeshiva University, Certiorari to the United States Court of Appeals for the Second Circuit.**

Supreme Court of the U. S., Washington, D.C.
Pub Date-80
Note-36p.
Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrative Personnel, Administrator Role, *Collective Bargaining, *College Faculty, *Court Litigation, Faculty College Relationship, Full Time Faculty, Higher Education, Private Colleges, *Teacher Role, *Unions
Identifiers-*Administrators, National Labor Relations Board, *Yeshiva University NY

The opinion of the Supreme Court regarding the case of the National Labor Relations Board v. Yeshiva University is presented. The University opposed a petition of the faculty union seeking certification as bargaining agent for the full-time faculty members of certain schools. Refusal by the University was on the ground that all of its faculty members are managerial or supervisory personnel and therefore not employees within the meaning of the National Labor Relations Act. The National Labor Relations Board held that the faculty members are professional employees entitled to protection under the Act. The Board ordered the University to bargain and sought enforcement in the Court of Appeals, which denied the petition. The court held that the faculty members are endowed with managerial status sufficient to remove them from the Act's coverage. The majority opinion of the Supreme Court, held by Justices Powell, Burger, Stewart, Rehnquist, and Stevens, found that the University's full-time faculty members are managerial employees excluded from the Act's coverage. A dissenting opinion, held by Justices White, Marshall, and Blackmun, is presented. (SW)

ED 183 113 HE 012 370

*Wynne, Rowland*

**The Adult Student and British Higher Education.**

European Cultural Foundation, Paris (France). Inst. of Education.

Pub Date-Feb 79

Note-92p.

Available from-Publications Officer, Institute of Education, European Cultural Fouqdation, Universite de Paris IX-Dauphine, Pl. du Ml de Lattre de Tassigny, 75116 Paris, France

Pub Type- Reports - General (140) - Numerical/Quantitative Data (110) - Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Access to Education, Admission Criteria, Adult Learning, *Adult Students, Continuous Learning, Curriculum Planning, Degree Requirements, *Educational Demand, Educational Planning, *Enrollment Projections, Financial Needs, Futures (of Society), *Higher Education, Needs Assessment, Student Financial Aid

Identifiers-*Great Britain

British higher education's response to the emerging adult education trend is examined in this monograph. Examined are the following: institutions of higher education and their contribution to the education of adults; educational access; mode of study; financial support; the need for greater adult participation; various observations on the state of adult education; and concluding remarks centering on further developments in adult education. Tables provided indicate substantial evidence that adult education is definitely on the upswing and remains so in the near future. Institutions examined have readjusted traditional admission requirements and modes of study to accommodate adult educational demand. Attention is given to the need for financial support to make possible an adult's continuing education. It is concluded that institutions planning policy around the 18-year-old incoming freshman may suffer in the future; future emphasis on adult education may be the saving factor for higher education institutions. References are provided along with a publications list from the European Cultural Foundation Institute of Education. (LC)

**Implementation of the Post-Vietnam Era Veterans' Educational Assistance Act of 1977. An Annual Joint Report Prepared by the Veterans' Administration and the Department of Defense (Pursuant to Section 1642 of Title 38, United States Code), Submitted to the Committee on Veterans' Affairs, United States Senate.**

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
Pub Date-5 Jul 79
Note-109p.; Not available in paper copy due to small print
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*College Students, Eligibility, *Federal Aid, Higher Education, *Program Administration, Program Descriptions, Student Characteristics, *Student Financial Aid, *Veterans Education
Identifiers-Department of Defense, *Post Vietnam Era Veterans Educational Assistance, Veterans Administration, *Vietnam Veterans

The administration of the Post Vietnam Era Veterans' Educational Assistance Program by the Veterans' Administration is described, and the operation of the program within the Department of Defense and its components is covered. Appended materials include proposed rules for a new participatory program for educational assistance for persons who first entered active duty in the Armed Forces after December 31, 1976; instructions for processing claims under the program; and changes in the refund and payment procedures. The Department of Defense section of the report describes program recruitment, inservice programs, enrollment procedures, Department of Defense contributions to the fund, and program participation statistics. (SW)

*Neave, Guy*

**Patterns of Equality: The Influence of New Structures in European Higher Education upon the Equality of Educational Opportunity.**

European Cultural Foundation, Paris (France). Inst. of Education.; National Foundation for Educational Research Publishing Co., London.
Pub Date-76
Note-148p.
Available from-NFER Publishing Co., Ltd., 2 Jennings Buildings, Thames Avenue, Windsor, Berks, SL4 1QS, England
Pub Type- Numerical/Quantitative Data (110) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Access to Education, Administration, Admission Criteria, *Educational History, Educational Legislation, Educational Planning, Educational Sociology, Educational Trends, Enrollment, *Equal Education, *Foreign Countries, *Higher Education, Needs Assessment, Policy Formation, Student Characteristics, Technical Institutes, Trend Analysis
Identifiers-*Europe, France, Great Britain, Norway, Yugoslavia

The development and influence of new structures in European higher education are reviewed as they relate to the equality of educational opportunity. Part One discusses the evaluation of higher education from 1945 to 1975 in three chapters covering general developments in higher education in the post-war period, the quantitative expansion of higher education 1965-1974, and planning and policies for structural innovation. Part Two contains four chapters devoted to the growth of new structures in higher education: the place of new structures in higher education; problems of equality; the new structures and their conditions of access; and changes in the composition of the student body. Part Three offers summaries and recommendations and the postscript: What can Britain learn from current European developments? It is suggested that problems that appear to be educational, actually reflect values entrenched in the social system; old problems must be posed in new terms to be dealt with adequately. Two notions are offered to aid the system in producing able manpower: first, that of transformational capacity'' an institution's ability to readjust itself as needs change; and secondly, the concept of reserved graduate occupations'' in the Civil Service as a determinant in education, curriculum, staffing, and student preferences. References and indexes are provided. (LC)

*Froomkin, Joseph*

**How to Relieve the Effects of the Demographic Downturn: Some Policy Alternatives.**

Pub Date-Aug 79
Note-11p.; Paper presented to the American Sociological Association, 1979
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Students, *College Attendance, *College Graduates, Continuous Learning, *Educational Trends, *Employment Opportunities, *Enrollment Projections, Higher Education, *Job Market, Preschool Education

Job prospects for college graduates in the face of demographic decline is discussed, including likely increases in opportunities for teachers and maintenance of the status quo for government agency staffs. The following possible ways to alleviate the misallocation between education and job opportunities are examined: (1) the possibility of increasing enrollments, so as to use some of the educated labor force either as teachers or as students, and (2) government intervention to create jobs for at least a small segment of the highly educated persons. The likeliest places to increase enrollments are at the nursery school level and among the adult population. However, there are good reasons why efforts to increase preschool attendance rates are not likely to be successful. There is little prospect of increasing the enrollment rates of children between the ages of 5 and 17. Because of worsening employment prospects for college graduates in the early 1970s, college students chose to minimize their investment in a college education, and many students now attend college part-time and work concurrently. A rapid increase in the numbers of adults attending college is not likely. One group that will face bleak prospects for jobs in the new decade is new Ph.D.s. One innovation that may have an effect on the problem is for schools to play a role in supplementing apprenticeship programs through instruction, as is the case in Europe. It is concluded that the retraining of teachers or their updating about developments in their fields should rank high on the educational agenda, and that higher education institutions need to devise special arrangements for part-time students. (SW)

ED 183 109 HE 012 365

*Sheldahl, Terry K.*

**More About Professionalism: A Second Look at Burns and Haga. Faculty Research Working Paper Series, 79-5.**

Syracuse Univ., N. Y. School of Management.
Pub Date-79
Note-14p.
Available from-Syracuse University, School of Management, 129 College Place, Syracuse, NY 13210
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Accounting, Business Administration, Definitions, *Evaluation Criteria, Higher Education, *Professional Occupations, *Professional Recognition, *Status, *Theories
Identifiers-Burns (D C), Haga (W J)

Burns and Haga's critique of the shopping list'' characterization of professions (1977) is examined, and an alternative analysis is proposed and applied to management accounting. According to Burns and Haga, a field is regarded as a profession if it serves needs recognizable within the society as crucial and is imbued with substantial mystique. It is claimed that Burns and Haga have not shown that mystique is either essential to professional quality or, in combination with cruciality, a sufficient condition. Five major objections relating to the requirement of mystique are presented, and the criterion of occupational practice or a common body of knowledge is proposed as a replacement of the mystique criterion. The other condition of cruciality would be retained. The revised criterion suggests perception of management accounting as an emergent profession, in contrast to Burns and Haga's perspective. (SW)

ED 183 108 HE 012 364

*Finkelstein, Martin J.*

**Understanding American Academics: What Have We Learned and Where Do We Go From Here? Occasional Papers Series No. 6.**

State Univ. of New York, Buffalo. Dept. of Higher Education.

Pub Date-Jan 80

Note-60p.

Available from-Department of Higher Education, 479 Baldy Hall, State University of New York at Buffalo, Buffalo, NY 14260

Pub Type- Information Analyses (070) - Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*College Faculty, *Educational History, Educational Research, Higher Education, Literature Reviews, Research Methodology, *Research Projects, *Social Science Research, *Teacher Role

An overview of the academic profession in America is presented, and many of the studies of this topic are categorized into a coherent framework. A search of the research literature on college and university faculty appearing in the post-World War II period was conducted. The two preemptive sources of knowledge about faculty were doctoral dissertations and the research reports of academic social scientists. Other sources of knowledge about faculty are noted. The report was designed to bring together the scattered, largely inaccessible results of social scientific and dissertation research on faculties and the research on different aspects of the faculty role and different types of faculty. In addition to generalizations about academic people, results of a content analysis of the research literature are presented. Some substantive and methodological suggestions for future inquiry are also offered. (SW)

**Universities: Enrolment and Degrees 1978.**

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Feb 80
Note-68p.
Available from-Publications Distribution, Statistics Canada, Ottawa, Ontario K1A 0T6, Canada ($6.00 Canada; $7.20 others)
Language-English; French
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Reference Materials - Vocabularies/Classifications (134)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Bachelors Degrees, Classification, College Graduates, College Majors, Degree Requirements, *Degrees (Titles), Doctoral Degrees, *Enrollment, Females, *Foreign Countries, Full Time Students, Geographic Distribution, *Higher Education, Intellectual Disciplines, Males, Marital Status, Masters Degrees, Part Time Students, Professional Education, Specialization, *Universities
Identifiers-*Canada

Data are given on fall enrollments in Canadian universities for the 1978-79 academic year and on degrees, diplomas, and certificates awarded during the 1978 calendar year. Enrollment figures include summary, full-time, part-time, bachelor, first-professional, master, doctoral, and summer enrollments, presented by such variables as province, institution, specialization, registration status, citizenship, marital status, and sex. Graduation data are organized by level, province, specialization, and sex. Figures are given for each Canadian university in both enrollment and degrees. Numerous tables and statistical figures are given, accompanied by some narration. Appended is the classification scheme for degrees, certificates, and diplomas; in this scheme, criteria for classifications are briefly described. (MSE)

ED 183 087 HE 012 342

**Public Higher Education and the States.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date-Jan 80
Note-15p.
Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036
Pub Type- Reports - General (140) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administrative Policy, College Role, Educational Accountability, Educational Planning, *Educational Policy, Government Role, *Government School Relationship, *Higher Education, Policy Formation, Private Colleges, *Professional Associations, *Public Education, State Aid, State Colleges, State Federal Aid, *State Government
Identifiers-American Association of State Colleges and Univs, Position Papers

A policy statement adopted by the membership of the American Association of State Colleges and Universities at its 1979 annual meeting is presented. Policy guidelines for states based upon the expectations that citizens have of public institutions and the concomitant responsibilities that state governments have to institutions are summarized. The following topics are addressed: state commitment to low-cost, quality public higher education; planning, accountability, and institutional integrity; state regulation and oversight of higher education; public funds for private and proprietary institutions; state reappropriation of federal funds; and academic public service. A list of association members by state is included. (SW)

ED 183 088 HE 012 343

*Stampen, Jacob*

**Enrollment Trends and College Costs. AASCU Studies, 1980, Number 1.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date-Jan 80

Note-50p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-College Choice, *College Students, *Economic Factors, Educational Finance, *Enrollment Trends, Geographic Location, Higher Education, *State Colleges, State Universities, *Student Costs, Student Financial Aid, Theories, *Tuition

Identifiers-*American Association of State Colleges and Univs, Applicants

Enrollment trends between 1965 and 1978 at state colleges and universities belonging to the American Association of State Colleges and Universities are analyzed in connection with major events that either raised or lowered the cost of attending these institutions. Headcount data, full-time and part-time enrollments, enrollment of female students, and enrollment of graduate and undergraduate students were assessed. The following factors influencing enrollments were assessed: unemployment among 18-to-24-year-olds, urban and rural location, tuition, room and board, expiration of veteran's benefits, rejection of Basic Educational Opportunity Grant applicants, and the growth in student aid. Based on the analysis, the aptness of several popular enrollment theories are evaluated. It is concluded that enrollments in state colleges and universities seem acutely sensitive to the ability of students to pay the costs of college attendance. Institutional planning has become more complicated and outcomes for the 1980s will depend on assessment of economic and political changes that affect higher education. (SW)

ED 183 086 HE 012 341

*Huckenpahler, J. G. Bennof, Richard J.*

**Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1977. A Report to the President and Congress. Surveys of Science Resources Series.**

National Science Foundation, Washington, D.C.
Report NO.-NSF-79-317
Pub Date-Sep 79
Note-120p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00428-0, $3.50)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Colleges, Comparative Statistics, *Federal Aid, Government School Relationship, *Higher Education, National Surveys, *Nonprofit Organizations, *Research and Development Centers, *Research Projects, School Funds, Science Projects, *Scientific Research, Universities

Data collected in the National Science Foundation's Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, descriptive analysis are presented. Federal support to universities and colleges is designated by: type of activity (research and development, R&D plant, nonscience activities); funding agency; geographic distribution; type of institutional control; number of schools by size of funds; monies for academic science by specific schools and funding agencies. Information is presented on federally funded research and development centers administered by colleges and universities and by nonprofit institutions. Federal obligations for research, development, and R&D plant to nonprofit research institutes are designated. Appendices include technical notes, statistical tables, and a summary table. (SW)

ED 183 085 HE 012 339

**Cooperation is Key to Effective Urban/Student Outreach.**

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.

Spons Agency-Ford Fouqdation, New York, N.Y.

Pub Date-Dec 79

Note-13p.; Photographs may not reproduce clearly.

Available from-Urban College and University Network, AASCU, Suite 700, One Dupont Circle, Washington, DC 20036

Journal Cit-Connections; v1 n2 Dec 1979

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Access to Education, *College Cooperation, Community Colleges, Community Cooperation, Cooperative Programs, Counseling Programs, Equal Education, Ethnic Groups, Higher Education, Information Sources, Interagency Cooperation, Mexican Americans, *Nontraditional Students, *Outreach Programs, Program Descriptions, Regional Cooperation, Summer Science Programs, *Urban Areas, Urban Population, *Urban Universities, Vocational Education, Welfare Recipients

Identifiers-California State University Dominguez Hills, California State University Fresno, Lewis and Clark Community College MO, North Shore Community College MA, University of New Orleans LA

Various education outreach programs of urban colleges and universities are examined. In one article, Mary McKinnick looks at cooperative models for urban outreach. Suggested are ways in which colleges and universities can respond more effectively to the needs of prospective students especially those who have not been well served by the educational system. Other articles focus on special outreach efforts by institutions in the Urban College and University Network. Considered to be successful or promsing by their sponsors, these programs could be adapted for use by other institutions. The programs highlighted are at California State University at Fresno, California State University at Dominguez Hills, North Shore Community College in Massachusetts, Lewis and Clark Community College in Missouri, and the University of New Orleans. Contact persons at each institution are cited. Brief articles note other innovations and resources in the literature of urban higher education. (MSE)

ED 183 068 HE 012 314

*Brown, Rexford McClung, Merle Steven*

**Searching for the Truth about Truth in Testing'' Legislation. A Background Report. Report No. 132.**

Education Commission of the States, Denver, Colo.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Jan 80
Note-122p.
Available from-Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($6.50)
Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Achievement Tests, *Aptitude Tests, *Disclosure, Federal Legislation, Government Role, Opinions, Political Issues, Social Problems, *Standardized Tests, State Legislation, *Student Testing, Test Bias, *Test Construction, Test Interpretation
Identifiers-Educational Testing Act 1979, Truth in Testing Act 1979, *Truth in Testing Legislation

The background out of which truth in testing'' legislation arose is reviewed in this report, which also describes existing state and federal testing legislation, details arguments raised in hearings on the legislation, analyzes the legal issues raised, and provides a framework for simplifying the arguments and gathering more information. At the center of the debate are two definitions of fairness. On one side are the proponents of disclosure of the test instruments and results; on the other side are those who argue that test security ensures fairness. Proponents of the legislation believe that the principle of fairness outweighs technical objections to open testing. Opponents feel that supporters of the legislation should shoulder the burden of proof that the law is necessary. Issues related to the testing controversy include: the role and power of American testing organizations; the nature, quality, and use of standardized tests; and the consequences of government interference. Also discussed are the legislation itself, its legal implications (constitutional, due process, copyright, freedom of information), initial impact, and strategies for evaluating the debate. Appended are the texts of the Gibbons Bill (H.R. 3564 the Truth in Testing Act of 1979''), the Weiss Bill (H.R. 4949 the Educational Testing Act of 1979''), and the California and New York state laws pertaining to admissions testing. (MSE)

ED 183 070 HE 012 316

*Freedman, Albert I.*

**Hope and Help for Hispanics in Higher Education.**

Hartford Univ., West Hartford, Conn. Coll. of Education.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Sep 79
Note-11p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Career Planning, *College Cooperation, *College Students, *Educational Counseling, English (Second Language), Higher Education, Instructional Materials Centers, Mathematics, Needs Assessment, Personal Adjustment, Program Descriptions, Program Effectiveness, Questionnaires, Reading Skills, *Resource Centers, School Community Programs, *Spanish Speaking, *Student Needs, Study Skills
Identifiers-Greater Hartford Community College CT, Hartford State Technical College CT, Outcomes of Education, University of Hartford CT

A field-responsive academic development program, the Hartford Higher Education Hispanic Project, was implemented to facilitate access to and continuation in three Hartford colleges by Hispanic students. It finances a Learning Skills/Resource Center housed at the University of Hartford and educational/guidance supportive services and activities at all three participating colleges: the Greater Hartford Community College and the Hartford State Technical College are the other colleges. The project is essentially field-responsive. It reflects the commitment of the participating colleges to respond to the educational needs of the Hispanic community and it acknowledges the advantages inherent in field-basing by centering several of its activity components in the community. A survey/assessment procedure was undertaken to identify the needs that were perceived by community and agency representatives, potential program participants and enrollees, project staff members, and college consortium faculty members. Based on a review of survey results, the curriculum projected by the Learning Skills/Resource Center for the training program implemented in the 1979 summer session at the University of Hartford focused on: English as a Second Language, reading, mathematics, and study skills. These areas were supplemented with supportive services including career counseling and personal guidance. Anticipated short-term and long-term outcomes of the program are cited. (SW)

ED 183 069 HE 012 315

*Fearing, Joseph L.*

**Faculty Productivity Assessment and Development: A Dilemma Spelled Out.**

Pub Date-Feb 80

Note-12p.; Paper presented to the Southwest Educational Research Association (San Antonio, TX, February 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *College Faculty, Educational Accountability, Educational Assessment, *Evaluation Criteria, Faculty Development, *Faculty Workload, Higher Education, Matrices, *Measurement Techniques, *Productivity, Standards, Teacher Attitudes, *Teacher Evaluation

It is suggested that controversy concerning faculty productivity assessment and development is an outcome of different conceptions or frames of reference: the romanticist is far more likely to perceive and relate to the social aspects, while the classicist is much more aware of and attuqed to the technical aspects. Factors affecting productivity assessment and development can be clarified using a 10 by 9 matrix. Factors under the social, as opposed to the technical, dimension involve: (1) published assessment or merit'' guidelines of institutions/systems: (2) what is really done and how decisions are really made; (3) relationship of numbers 1 and 2; (4) perceptions of ideal load;'' (5) perceptions of productivity ( real load''); (6) relationship of numbers 4 and 5; (7) the tendency of a profession to remain in its present state; (8) morale of the individual and group; (9) degree of willingness/readiness of persons to be assessed or to evaluate others and (10) degree of usage of faculty development resources. Technical aspects of the matrix involve: model evaluation and/or development procedures; load as measured by student contact hours, research duties, and other responsibilities; effect as measured by student knowledge gained, etc.; inherent variation in characteristics of the setting as determined by kind of personnel, materials, etc., as required by the uniqueness of the disciplines; inherent variation in characteristics of the setting due to the type of setting (e.g., location); measurement characteristics as determined by the nature of the task; error of measurement inherent in the assessment procedures; availability of faculty development resources; and degree of preparation of the assessors, those assessed, and the decisionmakers. (SW)

ED 183 089 HE 012 344

*Cleveland, Harlan*
**Renewing the Boundless Resource.**
Pub Date-Feb 80
Note-14p.; From a Kellogg Lecture presented at the AASCU Annual Meeting (19th, San Antonio, TX 1979).
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Changing Attitudes, *College Role, *Economic Factors, Government Role, Higher Education, International Relations, Living Standards, *Public Opinion, *Quality of Life, Social Factors, *Technological Advancement, Trend Analysis

A lecture on the critical issues of the 1970s from the vantage point of changing attitudes was presented at the 1979 annual meeting of the American Association of State Colleges and Universities. The review summarizes how the public's basic attitudes toward government, world interdependence, technology, and economic equity, for example, changed policies toward defense, the environment, economic growth, and international affairs. The shift in some important attitudes are attributed to the effect of formal or informal education. A primary task for higher education is shown to be the use of modern technology to meet human needs and purposes. Disarmament, human rights, and world resources are also discussed. (SW)

ED 183 071 HE 012 317

*Atelsek, Frank J. Gomberg, Irene L.*

**Refund Policies and Practices of Colleges and Universities. Higher Education Panel Report, Number 46, February 1980.**

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-50p.

Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Administrative Policy, *College Freshmen, Higher Education, *Instructional Student Costs, Junior Colleges, *Noninstructional Student Costs, Questionnaires, School Surveys, Statistical Data, *Student Costs, Tuition, *Withdrawal

Identifiers-*Refunds

Refund policies and practices at universities and four-year and two-year colleges that are members of the Higher Education Panel of the American Council on Education were surveyed. The focus was on policies regarding freshmen students who terminate their studies before completing their first term. Usable responses were received from 580 institutions, or 91 percent, and the data from responding institutions were statistically adjusted to represent the population of colleges and universities that enroll undergraduates. Respondents were asked to separately detail their refund policies for first-time full-time freshmen students entering fall 1978, covering tuition, mandatory fees, room, and board. The respondents listed the amounts of these charges and the percentage refund that would be available for each: (1) after the first day of the term, (2) during the last day of the second week, and (3) during the last week in which refunds could be obtained. Findings are presented in statistical tables. Appendices compare respondents and nonrespondents and describe the stratification design for weighting. The reliability of the survey estimates are discussed and 90 percent confidence limits are presented. A sample survey instrument is included. (SW)

ED 183 090 HE 012 345

*Van Dusen, William D. O'Hearne, John J.*

**A Design for a Model College Financial Aid Office. Revised 1980.**

College Entrance Examination Board, New York, N.Y.

Pub Date-80

Note-88p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($6.25)

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrative Organization, *Administrative Policy, *Administrator Guides, College Administration, College Students, Higher Education, Intercommunication, Interinstitutional Cooperation, Models, *Office Management, Recordkeeping, Staff Utilization, *Student Financial Aid

Identifiers-*Student Financial Aid Officers

The third edition of a guide for the college financial aid office substantially modifies previously presented material because of the changes that have been occurring in college student financial aid. Topics are as follows: development of student financial aid programs; current forms of college student financial aid; principles and practices of student financial aid administration; the administrative structure of the financial aid office; the role of the advisory committee on financial aid; functions of the financial aid office; relations within the institution; relations with off-campus agencies and individuals; some common problems in the areas of document control data processing, operating policies and procedures manual, student consumer information, research, and planning and budgeting. Relations of the financial aid office with the following college contacts are covered: faculty and academic activities, admissions office, special program offices, business and accounting office, registration and records offices, data processing center, dean of students office and counseling, testing, and health centers, and development and alumni offices. (SW)

ED 183 072 HE 012 318

*Andersson, Alf Bengtsson, Margot*

**Identification and Problem Solving Style in Relation to Choice of Subject, Direction of Research and Research Aptitude. R&D for Higher Education, 1979:11.**

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-79

Note-16p.; For related document see HE 012 319

Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Androgyny, *Cognitive Style, *College Majors, College Students, Creative Ability, *Females, Higher Education, *Identification (Psychological), Learning Theories, Liberal Arts, Models, *Problem Solving, Researchers, Research Skills, Sciences, Scientific Attitudes, Self Concept, *Sex Role

A project was undertaken at the University of Lund in Sweden to study the following two problems: identification and style of problem-solving in relation to the choice by women of arts subjects and science subjects respectively at the university; and identification and style of problem-solving in relation to research focus and research ability. The initial purpose of the project was to investigate whether the proposed model of cognitive growth and development is a viable frame of reference and explanatory system for the description of an identity apprehension transcending the sex roles and of reactive, cognitive functioning. The model presented is aimed at expanding the paradigm of sex role learning and sexual identity development beyond both the level of conventional, stereotype, concrete operations and the level of formally logical operations to include a dialectical level at which the individual is free to use both male'' and female'' attitudes. Analogies are drawn to the stage of hypothetical constructions described in a model of the dialectics of cognitive development. In both models, this level is described as dialectical; i.e., the individual is relatively free to employ both objectivizing and subjectivizing congitive modes. Preliminary results suggest that the science group has a greater predominance of individuals orienting themselves towards objects or non-self-related factors in their field of experience, while the arts group includes more individuals orienting towards subjects or self-related factors. (SW)

ED 183 091 HE 012 346

**Reauthorization of the Higher Education Act and Related Measures, Part 4. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, D.C., May 16, 22, and 24, 1979).**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-May 79

Note-400p.; Appendices may not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-College Students, Educational Legislation, Educational Opportuqities, Eligibility, *Federal Aid, *Federal Legislation, *Grants, Hearings, *Higher Education, Incentive Grants, Need Analysis (Student Financial Aid), *State Federal Aid, *Student Financial Aid

Identifiers-Basic Educational Opportunity Grants, Congress 96th, *Higher Education Act Title IV, State Student Incentive Grants, Supplemental Educational Opportunity Grants

Hearings held before the U.S. House Committee on Education and Labor on reauthorization of the Higher Education Act considered the student financial assistance programs authorized by Title IV. The following programs of grant assistance were examined: the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, and the State Student Incentive Grant. Testimony is presented by Congressmen, representatives of the postsecondary community, representatives of state programs, and individuals particularly concerned with nontraditional education and lifelong learning. (SW)

*Eliasson, Ingvar And Others*
**The Pedagogics of Problem Solving. R&D for Higher Education, 1979:10.**
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-79
Note-17p.; For related document see HE 012 318
Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Students, Educational Research, Higher Education, *Knowledge Level, *Learning Processes, *Learning Theories, Literature Reviews, Models, *Problem Solving, Psychological Studies, *Statistics

A project was conducted at the University of Goteborg in Sweden to study how students of statistics make use of their knowledge when they solve statistical problems and how this knowledge utilization can be improved. The initial study objectives were to identify deficiencies and limitations pertaining to students' knowledge utilization and to formulate principles regarding how students should make use of their knowledge in a better way. The project's purpose was widened to include studies of the nature of the students' statistical knowledge and not just how the knowledge is used. The investigation has provided a foundation for viewpoints on how the transmission of knowledge itself ought to take place and on how the examination can be conducted. A literature survey was conducted which focused on process-oriented research. The literature survey was followed by a more generally oriented report dealing with how process models of problem-solving formulated in psychology can be applied pedagogically to statistical problem-solving, for instance. One area of consideration was the importance of understanding-oriented instruction in problem-solving. Empirical studies were conducted on how students solve statistical problems; attempts to influence the detection of errors by instruction; awareness of errors in problem-solving; and what conditions must exist for problem-solvers to be able to eliminate their errors. Study results are summarized in the form of advice to a problem-solving statistics student. (SW)

ED 183 092 HE 012 347

*Patterson, Zella J. Black Wert, Lynette L.*

**Langston University. A History.**

Pub Date-Sep 79
Note-335p.
Available from-University of Oklahoma Press, 1005 Asp Ave., Norman, OK 73019 ($12.50)
Pub Type- Books (010) - Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors-Accreditation (Institutions), Activism, Agricultural Education, Alumni, Art Education, Athletics, *Black Colleges, *Blacks, College Deans, College Libraries, Community Cooperation, *Educational History, Extension Education, Federal Legislation, High Schools, Intellectual Disciplines, *Land Grant Universities, Presidents, *Southern States, State Legislation, Student Costs, Student Organizations, Teachers Colleges, Technical Education, United States History, University Extension, Vocational Education
Identifiers-*Langston University OK

Oklahoma's Langston University, a land-grant college founded under the Morrill Act of 1890, is described. Its founding and growth in the Oklahoma Territory was intertwined with that of black settlers new arrivals in the territory, some of them former slaves who gathered to establish a farming community and built a higher education institution for their children. The money for land purchase was raised and a high school opened, later adding college-level departments. Personal recollections of the early days as well as documentation of the triumphs and difficulties of the college are presented in this book. Chapter topics include: the city of Langston; legislation and the college; the presidents; vice presidents and academic deans; the normal school; the high school department; enrollment; expenses; student organziations; the student strike of 1928 and other protests; the library; the struggle for accreditation; athletics; the academic disciplines; and trade and technical education. (Author/MSE)

ED 183 093 HE 012 348

*Norris, Graeme*
**Justifying Research and Teaching Objectives in Universities.**
Pub Date-Mar 80
Note-226p.
Available from-Renouf USA, Inc., Brookfield, VT 05036 ($26.50)
Pub Type- Books (010) - Opinion Papers (120)
**Document Not Available from EDRS.**
Descriptors-Computer Science, Decision Making, Educational Economics, Educational Finance, Educational History, Educational Objectives, *Educational Policy, Federal Aid, *Foreign Countries, *Government Role, *Higher Education, Models, Policy Formation, Research Needs, Research Opportuqities, *Research Projects, *Science Instruction, *Scientific Research, Universities
Identifiers-*Great Britain

The objectives of physical science teaching and research projects in higher education in Britain are reviewed as a means of stimulating debate. It is noted that in recent years, concern has been expressed over the quality of these efforts, and as resources stabilize or decline allocations must be made more carefully. A statistical profile is given of the research and resource situation, and a detailed model for decision-making is proposed. The ensuing discussion of issues focuses on three areas: (1) research objectives (economic, educational, cultural, and social), underinvestment, and science policy in the United States; (2) teaching objectives (the concept of human capital, and social, cultural, and economic objectives) and the development of higher education policy; and (3) funding agencies as interpreters of objectives. In the last section three agencies are looked at: the University Grants Committee, the principal government channel for government involvement in higher education; the five Research Councils; and the Computer Board, which coordinates computer use in the education community. Considerable historical and statistical information is provided, and enough explanation is made of the British system that nonnatives may easily use the information and models. (MSE)

ED 183 074 HE 012 320

**The Impact of the Federal Regulatory Process upon the Fiscal Condition of Independent Colleges and Universities.**

National Association of Independent Colleges and Universities, Washington, D.C.

Pub Date-77

Note-37p.

Available from-National Association of Independent Colleges and Universities, 1717 Massachusetts Avenue, Washington, DC 20036

Pub Type- Reports - Research (143) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Affirmative Action, Budgeting, College Administration, *Compliance (Legal), Construction Costs, *Costs, Curriculum Development, *Educational Economics, Educational Finance, Educational Innovation, Efficiency, *Federal Regulation, *Government School Relationship, Higher Education, Institutional Autonomy, *Private Colleges, Program Costs, Program Effectiveness, Recordkeeping, Research Proposals, University Administration

A forthcoming study by the National Association of Independent Colleges and Universities is described that will examine the costs of implementing federal regulations, including academic and overall costs. Their current and potential impact on American higher education will be addressed. The study will be comprised of three phases: (1) a compilation and analysis of the kinds of existing regulations; (2) a study of changes and costs at representative institutions in administrative structure, curriculum, innovation, budgeting, affirmative action, construction, legal work and reporting tasks; and (3) an opinion paper suggesting changes in regulatory processes to improve efficiency and effectiveness. Appendices include an illustrative list of regulatory and reporting costs and an occasional paper by Virginia Fadil and Parker Covington on implementing federally mandated programs. (MSE)

ED 183 094 HE 012 349

*Shor, Ira*

**Critical Teaching and Everyday Life.**

Pub Date-80

Note-298p.

Available from-South End Press, Box 68, Astor Station, Boston, MA 02123 (cloth $15.00; paper $6.00)

Pub Type- Books (010) - Guides - General (050) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors-Critical Thinking, Cultural Factors, *Educational Philosophy, Educational Problems, *Educational Theories, Elementary Secondary Education, Equal Education, Higher Education, *Learning Theories, *Literacy, *Social Influences, *Teaching Methods

A product of years of open admissions teaching, this book explores questions relevant to lower and higher, elite and nonelite, traditional and nontraditional educational settings. The work is committed to learning through dialogue. It poses alienation and mass culture as the key learning problems of students, and develops critical literacy as the foundation for studying any discipline. From a discussion of anti-liberatory forces, the essay goes on to present teaching modes that challenge the social limits of thought and action. Pedagogical theory is examined alongside a political economy of schooling. (Author/MSE)

ED 183 075 HE 012 321

*Chickering, Arthur W. And Others*

**Problems in the Postsecondary Education of Adults.**

Pub Date-Sep 76

Note-75p.; Paper presented at the Latin American meeting on New Forms of Post-Secondary Education (Caracas, Venezuela, September 1976); figures may not reproduce well

Available from-Center for the Study of Higher Education, 406 Ball Education Building, Memphis State University, Memphis, TN 38152 ($3.00)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Access to Education, *Adult Development, *Adult Education, Adult Learning, Change Strategies, Developmental Stages, *Educational Alternatives, Educational Quality, Higher Education, *Postsecondary Education, *Standards, Vocational Education, Womens Education

Accessibility to postsecondary education for adults depends on solving problems of distance, scheduling, advising, and financial aid. Diverse motives and developmental differences in adults must be accommodated in order to provide accessibility. Educational quality also depends on standards that recognize wide-ranging differences among these students, and the approach to standards must both encourage learning and provide substantive evaluation. To do so required developing standards banks'' that define and illustrate: (1) criterion-referenced standards; (2) norm-referenced standards; and (3) learner-referenced standards. Major changes in the nature of work and in the roles and expectations of women have contributed to the growing need for adult postsecondary education. These trends will continue. Systems designed today must recognize current conditions and respond to future changes. A planning inventory is included that provides a checklist of questions for use in comparing existing alternatives and designing new ones. (Author/MSE)

ED 183 095 HE 012 350

*Shulman, Carol Herrnstadt*

**Taxation: Equity and Politics in Higher Education. AAHE-ERIC/Higher Education Research Currents, March 1980.**

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Note-5p.

Available from-Publications Department; American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($0.40)

Pub Type- Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Faculty, Court Litigation, Educational Economics, Educational Finance, Federal Government, Federal Legislation, Fellowships, *Finance Reform, *Fund Raising, *Higher Education, Income, Nonprofit Organizations, Private Financial Support, Scholarships, *Tax Effort, *Taxes, Tuition Grants

Identifiers-Charitable Contributions, *Internal Revenue Code, Tax Exemptions

In the 1980 election year, Cngress is likely to provide taxpayers with

ED 183 055 HE 012 288

**South Carolina Master Plan for Higher Education.**

South Carolina Commission on Higher Education, Columbia.
Pub Date-Dec 79
Note-416p.
Available from-South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate St., Columbia, SC 29201
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC17 Plus Postage.**
Descriptors-Access to Education, Admission Criteria, College Administration, *College Planning, College Programs, Educational Assessment, *Educational Objectives, Feasibility Studies, Financial Policy, Governance, *Higher Education, Junior Colleges, *Master Plans, Physical Facilities, *Public Education, Salaries, State Colleges, State Universities, *Statewide Planning, Student Evaluation
Identifiers-Faculty Guidelines, *South Carolina, Two Year Colleges

South Carolina's master plan for improvement and advancement of its 33 public institutions of postsecondary education is presented. Areas examined are listed in topical order and include such areas as: recommendations, goals, governance, finances, academic programs, faculty, students, computers, and management systems. Twenty-five tables provide statistical information on enrollment, appropriations, educational comparisons, salaries, and building specifications. Appendices discuss several procedures and regulations used by the commission drawing up the master plan, as well as principles established for future implementation. Several conclusions were drawn, including: (1) the three universities should offer professional and graduate programs emphasizing research and public service, and undergraduate programs that should be open to students with above average potential; (2) the nine senior colleges should provide basic liberal arts and science programs and in some cases a limited range of professional and master's level graduate programs; and (3) the 21 two-year institutions should provide a wide range of occupational programs, and some should offer lower division college programs. Focus in other recommendations is on consistent admission policies, elimination of unnecessary programs, improving evaluation measures for future planning, and excellence in academic programs in all levels. (LC)

ED 183 056 HE 012 289

**Perspectives and Plans for Graduate Studies, 20 Psychology 1977.**
Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.
Pub Date-79
Note-296p.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-*Advisory Committees, College Cooperation, *Curriculum Planning, *Doctoral Programs, Educational Planning, Education Work Relationship, Employment Opportunities, Enrollment Rate, Foreign Countries, *Graduate Study, Higher Education, Industry, Labor Market, *Needs Assessment, *Psychology
Identifiers-*Canada

A report and recommendations concerning graduate studies in psychology are presented based on a planning assessment conducted by the Advisory Committee on Academic Planning (ACAP) for the Council of Ontario Universities. The consultants' report and comments on it by the Discipline Group and by individual universities and comments on the ACAP report by the Ontario Council on Graduate Studies and Carleton University are also presented. The procedure and techniques used for the assessment are described in the report. The consultants identified two areas that require further development: doctoral work in industrial/organizational psychology and quantitative psychology. A wide range of opportunities for graduate study in psychology is offered in the province, and the quality is generally high. The consultants note that few academic jobs for doctoral graduates in psychology will be available in the next decade and that enrollment levels should be examined in this context. Also, they suggest greater emphasis on applications of psychology and consideration of the introduction of the PsyD degree. Cooperation among the universities with graduate programs is encouraged. Suggestions for individual universities are also offered. (SW)

**Designing for Development: Four Programs for Adult Undergraduates. A Working Report of Programs at: Clark University, Loretto Heights College, Mary Baldwin College, Vermont State Colleges.**

Loretto Heights Coll., Denver, Colo.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-79
Note-37p.
Available from-Project Transition, University Without Walls, Loretto Heights College, 30001 South Federal Boulevard, Denver, CO 80236.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Accountability, Adult Characteristics, Adult Development, *Adult Education, Adult Learning, *Adult Students, College Cooperation, Consortia, Curriculum Development, Higher Education, Institutional Role, *Nontraditional Students, Program Administration, Program Descriptions, *Program Planning, Student Teacher Relationship
Identifiers-Clark University MA, Loretto Heights College CO, Mary Baldwin College VA, Vermont State Colleges

Adult education program designs are described for four institutions: Mary Baldwin College, Loretto Heights College, the Vermont State Colleges, and Clark University. A network formed among these institutions serving as a mutual support system by which research and literature could be exchanged. Four common premises developed: (1) the decision to return to school is a major step in an adult's life; (2) adults often seek more from their return to education than further accumulation of knowledge or technical training; (3) in order to respond to adult's needs, institutions must make changes in curriculum, teaching, and administration; and (4) for adult programs to flourish, a strong institutional commitment is needed. Three major areas are examined. Administration and Institutional Integration discusses creating a congruity of purpose, balancing integration and autonomy, and financial feasibility. Curriculum and Program Design examines developing a purpose, adults as students, the learning process, and curriculum models. Adult Development focuses on enrollment and adult development. Provided within each area for consideration are the individual institution's program response. Institutional addresses and contact persons are provided. (LC)

ED 183 053 HE 012 286

**The International Association for the Exchange of Students for Technical Experience. 32nd Annual Report 1979.**

International Association for the Exchange of Students for Technical Experience/United States, Columbia, Md.
Pub Date-79
Note-95p.
Available from-IAESTE/US, 217 American City Building, Columbia, MD 21044
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Costs, *Foreign Countries, *International Educational Exchange, *International Organizations, *International Programs, Publicize, Specialization, *Study Abroad, *Technical Education, Units of Study, Vocational Education
Identifiers-Statutes

After a general outline of the organization of the International Association for the Exchange of Students for Technical Experience and a brief introduction to its functions and activities, this annual report contains the international report. This includes: the report of the General Secretary; a list of international visits and visitors; publicity activities; a training balance sheet listing the excess of students received over the number sent abroad (or excess sent over those received) for each member country; a chart of the numbers of students sent and received by each country in 1950, 1970, 1977, 1978, and 1979; a listing of study fields of participating students; participating organizations (numbers per country); and a chart of specifics (dates, numbers, and costs) for 1980 programs in participating countries. Individual reports of these member countries are also included:

Argentina, Australia, Austria, Belgium, Brazil, Canada, Colombia, Czechoslovakia, Denmark, Egypt, Finland, France, Federal Republic of Germany, Ghana, Greece, Guyana, Iceland, India, Iran, Iraq, Ireland, Israel, Italy, Japan, Jordan, Korea, Lebanon, Libya, Luxembourg, Netherlands, Nigeria, Norway, Philippines, Portugal, Poland, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Tunisia, Turkey, United Kingdom, United States, and Yugoslavia. Appended are the IAESTE statutes and addresses of the national secretaries. (MSE)

ED 183 052 HE 012 281

**Enrollment Trends in Postsecondary Education for the State of Nebraska, 1967-1987.**

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Juq 78
Note-157p.
Available from-Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509.
Pub Type- Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-College Bouqd Students, College Students, *Educational Demand, Educational History, *Enrollment Influences, Enrollment Rate, *Enrollment Trends, Full Time Students, Higher Education, Part Time Students, Population Trends, *Postsecondary Education, Statistical Analysis, Trend Analysis
Identifiers-*Nebraska

Nebraska postsecondary enrollment trends from 1967 to 1987 are examined with focus on population trends, traditional enrollment forecasting, non-traditional enrollment trends, procedure followed in developing enrollment projections, and institutional sector historical and projected fall enrollments. Among the conclusions reached by the study are: (1) Nebraska students go to school in Nebraska few go out-of-state; (2) population declines are projected for the 18-24-year-old age group; (3) population increases are projected for the 25-59-year old age group; (4) first-time full-time enrollment will decline; (5) total full-time enrollment will decline; (6) part-time enrollment will increase; (7) the net effect will be a moderate decline in total enrollment; (8) moderate reduction in full-time equivalent enrollment may be expected; (9) award-related instruction will decline; and (10) non-award-related instruction will increase. Graphs of population and enrollment data are provided, along with tables of statistical data on such areas as ratios used in making enrollment projections, estimated population headcount enrollment, and projected numbers of high school graduates. (LC)

ED 183 051 HE 012 278

*Touhill, Blanche M.*

**Professional and Staff Development: Past Practice and Future Plans at UMSL.**

Pub Date-78
Note-16p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrative Personnel, *College Faculty, College Role, Developmental Programs, Educational History, Educational Objectives, *Faculty Development, Higher Education, *Professional Development, Relationship, *State Universities
Identifiers-*University of Missouri Saint Louis

When it opened in 1963, most of the University of Missouri at St. Louis faculty had little or no prior experience in higher education. Faculty and staff development during the first 15 years were based on: (1) individual goal setting; (2) learning where development opportunities existed for accomplishing those goals, the discipline to accomplish them, and then communicating to the university that they had been achieved; and (3) a realistic perspective on faculty responsibilities. The university has now clearly defined its mission, and the principles behind staff development remain the same. Specific development issues have surfaced: faculty must place greater emphasis on their work with students; staff members who obtain degrees want to move into middle management positions in the university and play an active role in governance, but do not seek faculty status; and the administration must institutionalize faculty and staff development to fulfill the mission of the university. (Author/MSE)

ED 183 050 HE 012 271

*Sanford, Timothy R.*
**Thirteen Years of Carolina Freshmen, 1966-1978.**
North Carolina Univ., Chapel Hill. Office of Institutional Research.
Pub Date-Mar 79
Note-23p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*College Environment, Economic Factors, Females, Higher Education, Institutional Research, Longitudinal Studies, *School Surveys, Statistical Data, *Student Characteristics, *Student College Relationship, Student Evaluation, Student Interests, Student Motivation, Student Opinion, Trend Analysis
Identifiers-*University of North Carolina Chapel Hill

A longitudinal look at the entering freshman classes of the University of North Carolina at Chapel Hill during the years 1966, 1970, 1974, 1978 is presented. Comparisons are made with entering freshmen at all universities participating in the annual freshman norms surveys sponsored by the American Council on Education and the Cooperative Institutional Research Program of the University of California at Los Angeles (CIRP). Data furnished by the Office of Undergraduate Admissions and the CIRP study are presented for: sex; age; race; religion; political orientation; parents' education; parents' income; high school grades; educational plans; probable career; college finances; college plans; important objectives; past activities; and opinions on social issues. Some highlights noted are these: women comprised 57.1 percent of the 1978 entering freshman class as compared to 20.8 percent of the class that entered in 1966; average SAT scores declined from 1152 in 1966 to 1063 in 1978; high school grades have improved; and the annual income of entering freshmen rose substantially. It is concluded that the university continues to attract motivated students, the types of students have not changed drastically, and there is a need for additional research to determine the success of the students after graduation. Additional data covering CIRP findings for the years not reported are available in the Office of Institutional Research. Tables provide statistical breakdown of findings. (LC)

ED 183 049 HE 012 266

*Morris, Vera And Others*

**The Planning of Higher Education. The Social Demand. Educational Studies and Social Sciences: A Third Level Course. Economics and Education Policy II.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-77

Note-95p.

Available from-Open University Educational Enterprises Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes MK11 1BY, England

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Cost Effectiveness; *Economic Education, *Educational Economics, Educational Policy, Educational Trends, *Higher Education, Instructional Materials, Labor Market, *Manpower Needs, Policy Formation, *Postsecondary Education As a Field of Study, Social Factors

Two papers comprising Block II of a course in economics and education policy are presented along with a conclusion to Block I and II of the series published by the Open University. The first paper, Education as a Social Investment,'' by Vera Morris, focuses on such areas as the identification of costs and benefits, the return on the social investment, and implications of the rates of return for policy. Objectives listed for the course include an understanding of a social cost-benefit study in education and the main assumptions underlying social rates of return. Fourteen self-assessment questions appear throughout the text, and the answers are provided at the conclusion of the section. The second paper, Manpower Planning and the Demand for Qualified Manpower,'' by Maureen Woodhall, explores aspects of manpower forecasting with emphasis on the demand trends in science, engineering, and teaching. Among objectives listed are the ability to state the major assumptions of manpower forecasting and to decide on what basis manpower forecasts ought to be evaluated. Five self-assessment questions appear throughout the text, and the answers are provided at the conclusion of the section. Adam Westoby summarizes the six papers presented in the two blocks of the course. (PHR)

ED 183 048 HE 012 257

*Piper, David Warren, Ed.*

**The Efficiency and Effectiveness of Teaching in Higher Education.**

London Univ. (England).

Pub Date-Jul 78

Note-260p.

Available from-The Secretary, UTMU, 55 Gordon Square, London WC1H 0NU, England

Pub Type- Collected Works - Proceedings (021) - Books (010)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-Case Studies, College Administration, *College Instruction, Computer Assisted Instruction, Educational Policy, Educational Quality, *Effective Teaching, *Efficiency, Foreign Countries, *Higher Education, Individualized Instruction, Interinstitutional Cooperation, Microteaching, *Teaching Methods

Identifiers-Denmark, Great Britain

Twenty papers originally presented at a conference organized by London University on Efficiency in Teaching Methods in Higher Education'' are presented. After an introduction by David Warren Piper, the following papers are included: Old Prejudices and New Management Tools'' (Gerald Fowler); Efficiency in Higher Education'' (Leslie Wagner); What Makes Teaching Effective'' (Piper); Towards Greater Efficiency in Teaching and Learning in Higher Education'' (Marcel L. Goldschmid); On Defining Quality of Education'' (Hans F. M. Crombag); Effectiveness of Learning: The Place of Study'' (Roderick McKay); Microteaching versus Lectures: A Case Study in Cost-Effectiveness'' (Mantz Yorke); The Computer in Practice as an Aid to the Efficiency and Assessment of Learning'' (F. T. C. Harris); Computer Assisted Learning: An Efficient Technique or an Extravagant Diversion?'' (J. R. Hartley); The Keller Plan: Cost and Benefits of Self-paced Self-Study'' (Peter J. Unsworth);

An Evaluation of an Application of a Self-learning Strategy at the Stockholm School of Economics, 1975'' (Monica Lindstedt and Harold Berg); Flexibility with Control: An Example of a Classroom Contract and Some Other Attempts to Increase Effectiveness'' (Piper); Problem Solvers, Publishers or Pressure Groups? Some Comments on Interinstitutional Collaboration in Higher Education'' (Eric Hewton); The Higher Education Learning Project''.(Paul Black); Educational Policy in Denmark and Its Effects on Course Planning and Teaching Methods in Higher Education'' (Joan Conrad); Efficient Teaching: A View from the Higher Education System'' (Tyrell Burgess); The Efficiency and Effectiveness of Knowledge'' (D. W. S. Gray); Effective Efficiency'' (Piper); and The Debate over Teaching Efficiency and Effectiveness: Challenges and Conflicts'' (W. L. Weinstein). (PHR)

ED 183 067 HE 012 308

*Davis, Jerry S. Van Dusen, William D.*

**Guide to the Literature of Student Financial Aid.**

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date-78

Note-171p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($7.00)

Pub Type- Reference Materials - Bibliographies (131) - Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrative Personnel, Administrative Problems, Annotated Bibliographies, *Educational Finance, Educational Research, Federal Aid, Federal Government, *Government Role, Higher Education, History, Political Issues, Professional Occupations, Program Administration, State Aid, State Government, *Student Financial Aid

Identifiers-Financial Aid Applicants, *Student Financial Aid Officers

The references and annotations in this student aid bibliography are organized in seven major categories based on primary content or emphasis: (1) sources of program information; (2) the history, philosophy, and purpose of student aid; (3) financial aid administration, management, and problems; (4) financial aid administration as a profession; (5) federal and state issues and problems in student aid; (6) financial aid and financing postsecondary education; and (7) research on financial aid. The literature included is generally fugitive literature, but a criterion for inclusion is that the item must be accessible through collegiate libraries, the ERIC

Clearinghouse on Higher Education, federal libraries, or publishers. Most were produced after 1969. A brief introduction is given for each category and subcategory of items. (MSE)

ED 183 029　　　　　　　　　　FL 011 138

*Sandhu, Harpreet K., Comp. Barone, Jory H., Comp.*
**Guide to Publishers and Distributors Serving Minority Languages. Resources in Bilingual Education.**
National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-InterAmerica Research Associates, Rosslyn, Va.
Pub Date-79
Contract-400-77-0101
Note-172p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Bilingual Education, Elementary Secondary Education, Information Dissemination, *Instructional Aids, *Instructional Materials, *Language Instruction, Minority Groups, Postsecondary Education, *Publications, Publishing Industry, *Resource Guides, *Second Language Learning

This guide presents information about 229 publishers and distributors of foreign language material. The listing for each publisher covers the following areas: (1) grade level; (2) type of material available; (3) the subject content area; and (4) the language of the material. The contact person for each publisher is also provided. The terms which appear in the citations and indexes are based on the  Thesaurus of ERIC Descriptors.'' (AMH)

ED 183 028 FL 011 065

*Rhodes, Nancy C.*

**Attitudes Toward Guarani and Spanish: A Pilot Study in Paraguay.**

Pub Date-Dec 79

Note-46p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Bilingual Education, *Bilingualism, Code Switching (Language), Cognitive Processes, *Guarani, *Language Attitudes, Language Dominance, Language Instruction, Language of Instruction, Language Planning, Language Research, Official Languages, Questionnaires, Second Language Learning, Sociolinguistics, *Spanish, Standard Spoken Usage, Surveys

This study analyzes the language attitudes of the Paraguayan people toward their two languages, Guarani and Spanish. To study the bilingual situation in the South American country, a pilot survey was carried out in the capital city addressing the major topics of language attitudes, language usage, and language varieties. The goals of the survey were: (1) to find out the Paraguayans attitudes toward their two languages, (2) to find out if they valued Guaranï, (3) to see how they viewed the future of Guarani, (4) to see what they thought of using Guarani and/or Spanish in the schools, and (5) to see how knowledge of the two languages influenced their ability to use them. In the data analysis it was found that 78% of the 65 informants thought that Spanish and Guarani should be used as languages of instruction. The results showed that although they saw Guarani as an interference with Spanish, they also viewed Spanish as having a lexical and phonological influence on Guarani. The responses of those with different mother tongues were compared, and it was found that 77% of the Guarani mother tongue speakers thought that both languages should be used in school, compared to 56% of the Spanish mother tongue speakers. This study can be used to view objectively the educational system in Paraguay as it is affected by the bilingual situation. (NCR)

ED 183 033 FL 011 274

*Bancroft, W. Jane*

**Caycedo's Sophrology and Lozanov's Suggestology: Mirror Images of a System.**

Pub Date- 79
Note-20p.; Paper presented at the Conference on Suggestive and Accelerative Learning and Teaching (1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Classroom Environment, Educational Innovation, *Language Instruction, *Learning Processes, *Memorizing, *Second Language Learning, *Teaching Methods
Identifiers-Hypermnesia, *Sophrology, *Suggestopedia, Yoga

In the 1960's, two medical doctors, Georgi Lozanov and Alfonso Caycedo, discovered independently that certain yogic techniques of physical and mental relaxation could be used to produce not only analgesia but also improved memory and concentration. Systems originally used in medicine and psycho-therapy were applied to education, in particular to subjects such as foreign languages that require the memorization of large amounts of factual materials. In Sofia, Bulgaria, at the Institute of Suggestology headed by Dr. Lozanov, a team of experts, led by Aleko Novakov, combined yoga relaxation and verbal suggestion with the direct method to produce a unique system of foreign language teaching: Suggestopedia. At the Instituto Alfonso Caycedo in Barcelona, work in Sophrology is based on techniques derived from the ancient East, in addition to Western Europe. Educators have taken from Sophrology its special voice training (Terpnos Logos) and its techniques of physical and mental relaxation (including breathing, visualization and concentration exercises) which, like those originally used in the Lazanov Method, promote hypermnesia. Within the context of Sophrology, Caycedo has developed a memory training system which is very similar to the original suggestopedic seance(s). (Author)

ED 183 032 FL 011 198

*Nguyen, Chinh Ba*

**Introduction to the Vietnamese Language.**

Lancaster-Lebanon Intermediate Unit 13, New Holland, Pa., Bilingual/ESL Information Library.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-9p.

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Alphabets, Consonants, Contrastive Linguistics, *Diachronic Linguistics, Inservice Teacher Education, *Language Instruction, Linguistic Borrowing, *Phonetics, Postsecondary Education, *Second Language Learning, Tone Languages, *Vietnamese, Vowels

Identifiers-*Diphthongs

Aspects of the Vietnamese language are introduced in this manual for inservice teacher training. The development of Vietnamese as it was influenced by other Austro-Asiatic languages is discussed. A brief modern history of the language emphasizes contact with Chinese, English, and French. The replacement of Chinese characters with the Roman alphabet is described. The sound system of Vietnamese (which is a tone language) is tabulated, as are the alphabet, vowel sounds, diphthongs, and consonants. (JB)

ED 183 031 FL 011 140

**ACTFL 1979: Abstracts of Presented Papers. Language in Education: Theory and Practice, Number 25.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Note-60p.; Abstracts of papers presented at the joint meeting of the American Council on the Teaching of Foreign Languages, the Southern Conference on Language Teaching, and the American Association of Teachers of German (Atlanta, GA, November 19-22, 1979)
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 ($5.95)
Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Abstracts, Conference Reports, *Cultural Education, *Language Instruction, *Language Skills, *Second Language Learning, *Teaching Methods

Abstracts of 51 papers presented at a conference on foreign language teaching are included. Each abstract is one to two pages in length. Specific teaching methods as well as general pedagogical ideas are treated. Several papers deal with specific languages, including Latin, French, German, Spanish, and Slovak. Instruction in a specific language skill is a frequent topic, as is cultural education. (JB)

ED 183 030 FL 011 139

*Vines, Lois*

**A Guide to Language Camps in the United States. Language in Education: Theory and Practice, No. 26.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-400-77-0049
Note-41p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 ($3.95)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, *Cultural Education, Higher Education, *Language Instruction, Program Guides, *Resident Camp Programs, Secondary Education, *Second Language Learning, Teaching Methods
Identifiers-*Language Camps

This guide brings together three types of resources for educators who need information about foreign language camps. A directory describes 26 such camps in 17 states. A contact person is listed for each camp. The

Ohio University Summer Language Camp is then described in detail. Subjects covered include staffing, fees, activities for each time of day, scheduling, the camp booklet, creating atmosphere, final evening activities, evaluation, and college credit. The final third of the guide consists of an annotated bibliography of available publications related to foreign language camps. (JB)

ED 183 034 HE 011 967

*Friedman, H. Z.*

**The Universidad Nacional Abierta of Venezuela. A Case Study in Distance Learning Systems.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-Nov 78

Note-34p.; For related documents see HE 011 968, HE 012 015 ; Prepared at the Centre for International Cooperation and Services.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Access to Education, Admission (School), Budgets, Case Studies, College Administration, Curriculum, *Developing Nations, Educational History, Educational Research, *Extension Education, *External Degree Programs, *Foreign Countries, Geographic Distribution, Governance, Higher Education, Postsecondary Education, Rural Areas, *State Universities, Student Evaluation

Identifiers-*Open University (Great Britain), *Universidad Nacional Abierto of Venezuela, Venezuela

A brief description of the country of Venezuela (geography, population, economy, internal communications, and politics) and its educational system introduce a description of the Universidad Nacional Abierta (UNA). The UNA was opened in July 1978 to expand the national system of higher education by the use of distance learning techniques. These elements of the institution's history and operations are outlined and briefly described: origins in history and legislation; intended clientele; curriculum plan; course distribution; student admission, registration, and records; regional resource centers and facilities; student examinations; administration and organization (including governance, policy formation, academic units, financial control, and educational research); staff; and budget. Appended are maps of population distribution in the couqtry and the proposed regional network of the university, and charts illustrating the course and credit structure and the management structure. (MSE)

*Kaye, A. R.*

**The Allama Iqbal Open University, Pakistan. A Case Study in Distance Learning Systems.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-Nov 78

Note-33p.; For related documents see HE 011 967, HE 012 015 ; Prepared at the Centre for International Cooperation and Services.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Access to Education, Admission Criteria, Ancillary Services, College Administration, Curriculum, Delivery Systems, *Developing Nations, Educational History, Educational Policy, *Educational Technology, *Extension Education, *External Degree Programs, Facilities, *Foreign Countries, Governance, Higher Education, Institutional Research, Mass Media, Postsecondary Education, Rural Areas, Student Evaluation, Student Financial Aid, Teaching Methods

Identifiers-*Allama Iqbal Open University (Pakistan), *Open University (Great Britain)

A brief description of Pakistan (physical setting, population, economy, government, communications, and rural development program) and its educational system introduce a description of the Allama Iqbal Open University (AIOU) in Islamabad. AIOU was established by the Pakistani government primarily to provide adult and continuing education through mass media. Brief descriptions are given of these elements of the institution's history and operation: policy and legal origins; intended clientele; curriculum offerings and organization; media and methods of instruction; course creation, production, and distribution; student admission, registration, and records; regional offices, support services, and student financial aid; student evaluation; organization and administration; governance; financial control; institutional research; and staff and physical facilities. (MSE)

ED 183 038 HE 012 038

**Pressures and Priorities. The Report of Proceedings of the Congress of the Universities of the Commonwealth (12th, Vancouver, Canada, August 1978).**
Association of Commonwealth Universities, London (England).
Pub Date-79
Note-658p.
Available from-Association of Commonwealth Universities, 36 Gordon Square, London, England WC1H 0PF
Pub Type- Collected Works - Proceedings (021) - Numerical/Quantitative Data (110)
**Document Not Available from EDRS.**
Descriptors-Academic Standards, Administrative Policy, *College Role, *Educational Quality, *Educational Responsibility, *Food, Foreign Countries, *Government School Relationship, *Higher Education, Institutional Characteristics, International Education, Needs Assessment, Planning, Public Opinion, Relevance (Education), Universities
Identifiers-*Canada

The proceedings of the twelfth Congress of the Universities of the Commonwealth (Canada) are reported. Two papers were presented at the first plenary session: Reconciling National, International and Local Roles of Universities with the Essential Character of a University,'' by Charles Wilson and The World Food Problem and the Universities,'' by John Crawford. Five group discussions considered the following topics: (1) the world food problem and the universities (production potential, population, energy, and health); (2) higher education in countries with federal systems of government (financial effects of federalism, student and staff mobility under federalism, and academic planning in a federal system); (3) reconciling equality and excellence (standards of admission and their effects on secondary education, the range of learning appropriate for a university, standards of education and graduation, and mobility of students and staff internationally); (4) the public view of the universities (the relevance of the curriculum to the needs of society, the relevance of university education and research, and direct services to industry); and (5) universities and other institutions of tertiary education (differentiation of roles between different

ED 183 037 HE 012 015

*Seligman, David*

**The Everyman's University, Israel. A Case Study in Distance Learning Systems.**

Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-Jan 79
Note-71p.; For related documents see HE 011 967-968 ; Centre for International Cooperation and Services.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Access to Education, Administrative Organization, Admission Criteria, Budgets, Case Studies, *Correspondence Study, Courses, Degrees (Titles), Educational Facilities, Educational Technology, Enrollment, *Extension Education, *External Degree Programs, *Foreign Countries, Futures (of Society), Higher Education, Home Study, Student Characteristics, Student Evaluation, Student Financial Aid, Vocational Education
Identifiers-*Everymans University (Israel), *Open University (Great Britain)

A brief description of Israel (physical setting, population, society and culture, economy, politics, and communications) and its educational system introduce a description of Everyman's University. Everyman's University is a nontraditional institution offering postsecondary education by extension to a nontraditional college population. Elements of its history, purposes, organization, academic offerings, and resources are outlined, with brief narrations. These categories are included: origins; intended clientele; entry qualifications; degree programs; media and methods of instruction (correspondence study, television, radio, audio cassettes, home experiment kits, syllabi, and study centers); methods of course creation, production, and distribution; student admission, registration, and records procedures; facilities; student financial aid; assessment and examination models and procedures, including special instructions on the awarding of credit; institutional organization and administration; academic, financial, and policy control mechanisms; staff and budget; and plans for development. Appended are data on courses offered, student characteristics, registration, persistence, and organizational charts. (MSE)

*Ostergren, Bertil*

**The Management of Change in Swedish Higher Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-72p.; Best copy available.

Available from-UNESCO, place de Fontenoy, 75700 Paris, France

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrative Policy, *Change Strategies, *Educational Change, *Educational Innovation, Educational Policy, *Foreign Countries, *Higher Education, *Organizational Change, Statewide Planning

Identifiers-*Sweden

The management of change, defined as organizational measures for promoting change and, therefore, close to management for change, is discussed. It is recognized that change does not necessarily represent improvement; evaluation of innovations constitutes one of the most important tasks of management. In this report the first chapter outlines the Swedish system of higher education. After examining various types of change, two are selected for discussion: national reforms, oriented toward organizational, administrative, and legal structures; and educational innovations, dealing with content, methods, and structures of learning. Chapter Two treats two fundamental problems of change management: at what point innovation should be placed within or outside the control of management; and how administrative structures may serve as obstacles to innovation. Subsequent chapters address issues of reform in education in general, and higher education in particular. The final chapter draws several conclusions, based on the Swedish reform experience, about where and under what conditions educational change can be managed, and how organizations should be conceived in order to be innovative. It is concluded that although the Swedish experience differs from other nations' in important ways, much of what has been learned is transferable. (MSE) groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities offer suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, a detailed list of needed materials, the estimated teaching time (usually from 1 to 3 class periods), and detailed guidelines for teaching methods and follow-up activities. Student worksheets with answer sheets when applicable are included in each section. Other components of the project are presented in SO 012 414-423. (CK)

ED 183 478 SO 012 416

*Tipple, Bruce E. Whitehead, Pamela*

**Minneapolis Multi-Ethnic Curriculum Project Overviews: Student Reading Booklets.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-103p.; For related documents, see ED 171 594 and SO 012 414-423 ; Best copy available.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Acculturation, Cultural Pluralism, *Ethnic Groups, Ethnicity, *Ethnic Studies, Immigrants, Individual Power, Migration, *Multicultural Education, Political Power, Secondary Education, Vietnamese

Identifiers-Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The document presents six 10-20 page student booklets for the Minneapolis Multi-Ethnic Project for secondary schools. Booklet I, Acculturation,'' discusses how immigrants became Americanized through education and intermarriage. Booklet II defines and enlarges upon various concepts relating to ethnicity. Booklet III presents background information on the Vietnamese immigration. Booklet IV discusses physical, social, economic, political, and moral/ethical power. Various aspects of migration including emigration and immigration are summarized in Booklet V. The final booklet, Enclaves,'' examines ethnic neighborhoods. Each booklet presents clear definitions, is illustrated with drawings cr photographs, includes pages asking for thoughtful input by students, and ends with a page encouraging students to hypothesize about the topic. Other components of the project are presented in SO 012 414-423. (CK)

ED 183 479 SO 012 417

*Skjervold, Christian K. And Others*

**Minneapolis Multi-Ethnic Curriculum Project Acculturation Unit.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-44p.; For related documents, see SO 012 414-423

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Acculturation, *Case Studies, Dialects, *Ethnic Groups, *Ethnic Studies, *Immigrants, Indochinese, Italian Americans, Jews, Mexican Americans, *Multicultural Education, Secondary Education, Vietnamese

Identifiers-Arab Americans, Ethnic Heritage Studies Program Act, German Americans, Minneapolis Multi Ethnic Curriculum Project, Scandinavians

The student booklet presents short case studies illustrating the acculturation unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is presented in nine chapters. Chapter I provides background information on immigration and points out ways acculturation takes place. Chapter II, Barrio Boy,'' tells of life in a Mexican American neighborhood. Chapter III explores Minnesota Norsk,'' the language of Norwegians in Minneapolis in the process of becoming Americanized. Chapter IV explains how a Vietnamese refugee family became self-sufficient. Chapter V is an autobiographical account of the life of William Hummel, a German immigrant. The success story of Fouad Sa'id, an Egyptian immigrant who designed a low-cost studio for making movies, is told in Chapter VI. A short biography of Levi Strauss is presented in Chapter VII. Chapter VIII tells of an Italian immigrant boy and his feelings of futility while hunting for a job. The final chapter suggests a learning activity in which the student plays the role of a State Vietnamese Resettlement Committee member and must recommend steps to be taken relating to education, employment, location, housing, and family services for the Vietnamese refugees. (CK)

ED 183 459 SO 012 386

*Bettis, Norman C.*

Geographic Literacy Among Intermediate Level Students in the United States: Fact or Fiction Pub Date-79

Note-38p.; Prepared for Annual Meeting of the National Council for Geographic Education (Mexico City, Mexico, October & November, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Academic Achievement, Cognitive Objectives, *Educational Assessment, Educational Objectives, Elementary Education, Geographic Concepts, *Geography Instruction, Grade 5, Grade 6, *Knowledge Level, Maps, Map Skills, Student Interests, Student Motivation, *Test Construction, Test Items, Tests

The process of constructing a test to assess geographic knowledge and understandings of fifth and sixth grade pupils is discussed. In addition, a draft of a test to measure geography skills and knowledge of physical and human geography is presented. The document is presented in three sections. In section I, information is presented on test objectives (to provide valid and reliable assessment), areas tested (skills, physical geography, and human geography), and domains of knowledge sampled by test items (analysis, application, and comprehension). Information is also presented on feedback from field evaluation of the test, test strengths and weaknesses, and format and terminology. Section II outlines objectives measured in the National Council for Geographic Education (NCGE) test and presents tabular data on test items, objectives, and scoring. Section III, the draft of the NCGE Intermediate Level Geography Test, consists of 29 questions on geography skills, 28 questions on physical geography, and 26 questions on human geography. Students are directed to answer questions involving map skills, locational skills, chart and graph reading, and analysis of illustrations and statements. (DB)

ED 183 498 SP 015 108

*Green, Lawrence W.*

**Determining the Impact and Effectiveness of Health Education as it Relates to Federal Policy. Health Education Monographs, Vol. 6, Supplement 1, 1978.**

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-78

Contract-SA-7974-75

Note-40p.; Not available in paper copy due to small print in original document.

Available from-Dr. Lawrence W. Green, Professor and Head, Division of Health Education, Department of Health Services Administration, Johns Hopkins University, School of Hygiene & Public Health, 615 N. Wolfe St., Baltimore, MD 21205.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Federal Programs, Government Role, *Health Education, Health Services, Medical Services, Preventive Medicine, *Program Costs, Program Design, *Program Development, *Research Utilization

Research evidence on the potentials of health education for contributing to resolution of national health issues was reviewed. It is concluded that greater investments in health education on selected problems for selected populations would yield a better cost-benefit return than comparable investments in tertiary medical care. High priority groups for specific education changes can be identified, as well as the point of diminishing returns of expenditure, thus focusing and containing health education programs. Among the 36 specific recommendations drawn from the research evidence are a series of criteria for design of health education programs. A general recommendation for a major federal investment in health education research is outlined. (Author/JD) children's reflection-impulsivity and responses to a forced choice of a toy for play (labelled as impulsivity) and the length of continued play with the selected toy (labelled as latency). A group of twenty four-year-olds, male and female, were observed making a choice between toys. The length of time required for choice and length of continued play were observed. The Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP) test, consisting of five match-to-sample practice items followed by ten test items, was administered to the children. Comparison of the KRISP latency-to-errors scores by the sample in this study reflected a negative correlation of -.197. Results of this project are illustrated by tables and graphs and an analysis is presented. (JD)

*International Organizations, Power Structure, *Regional Characteristics, Relevance (Education), School Community Relationship, *Social Change, Technical Reports, Vocational Education

Regional aspects of educational policies are discussed as they relate to member nations of the Organization for Economic Cooperation and Development (OECD). The document contains 12 technical reports which were presented at OECD meeting of national education experts in 1977. The document is presented in four sections. Section I discusses regional development strategies. Four papers focus on the Tennessee Valley Authority, educational participation in the Albury-Wodonga region of Australia, political influences in regional educational development in France, and educational trends in Swiss mountain areas. Section II examines the role of education in regional economic and cultural development. Case studies upon which reports are based include Appalachia, the United Kingdom (Coventry and the West Midlands), and France. Section III discusses regional disparities in education based on educational planning in Sweden and trends in higher education in Finland. The final section examines planning and organizational issues. Papers focus on decentralization of educational decision making in Norway, regional autonomy in educational matters in Yugoslavia, and regionalization of education in Italy. For each report, a separate table of contents and a summary are presented. (DB)

ED 183 460 SO 012 387

*McClure, John D., III, Comp.*

**Criminal Justice - Selected Reference Materials.**

California State Univ., Sacramento. Library.

Pub Date-79

Note-12p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Abstracts, Annotated Bibliographies, Corrective Institutions, *Criminals, Criminology, Delinquency, Dictionaries, Institutionalized Persons, *Justice, Laws, Police, Police Action, *Resource Materials, Social Sciences, Unions

This bibliography reviews approximately 70 reference materials on criminal justice. Entries are presented in eight categories dictionaries, indexes and abstracts, professional position papers, working conditions and unions, law and the police, crime, prisons and prisoners, and victimization. Types of publications included under the subject headings include tables, newsletters, periodicals, case studies, agency reports, summaries of articles of interest, and statistical analyses. For each entry, information is presented on author, title, abstract, date of publication (or beginning date, if the entry represents a series), country of origin, and complete reference citation at the library of the California State University, Sacramento. Most of the material was published during the 1970s, although several of the dictionaries date from the 1940s. (DB)

ED 183 499 SP 015 181

*Hainsworth, Jerome C. Schroeder, Gary, Ed.*

**PIE Cycles/Planning-Implementing-Evaluation Format for Teacher Change and Public School Renewal.**

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 77
Note-256p.
Available from-Director, Murray State University Teacher Corps Project, Murray State University, Murray, KY 42071
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*College School Cooperation, *Curriculum Development, *Educational Needs, *Inservice Teacher Education, Middle Schools, *Needs Assessment, Staff Improvement, *Student Improvement
Identifiers-Planning Implementing Evaluation Cycles

Between 1975 and 1977 an instructional research team and a Teacher Corps Project at Hopkinsville Middle School in Kentucky began the development of an inservice teacher education program designed to combine the experience of inservice teachers with the knowledge of university faculty. This report contains samples of the results of this type of responsive inservice program. The products are based on contractual agreements between teachers and university staff. Products are called Planning, Implementing, and Evaluation Cyles'' (PIE Cycles). The content areas in which this approach is administered include science, English, social studies, reading improvement, physical education, and an exploratory unit investigating the possibilities of developing a child's individual talents without shifting the emphasis completely away from basic skills. (LH)

ED 183 523 SP 015 626

*Combs, Natalie And Others*

**Effects of Additional Unexplained Content on Student Achievement and Perception.**

Pub Date-Feb 80
Note-8p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Cognitive Processes, *Complexity Level, *Comprehension, *Content Analysis, Course Content, Effective Teaching, Perception, *Relevance (Education), Teaching Methods

Three questions are addressed in this study: (1) what is the effect of additional, unexplained content on achievement and perception? (2) is the effect altered by time? and, (3) what is the relation between student achievement and student perception? It was determined that the effect on achievement was not significant but the effect on perception was significant. Delayed achievement was significantly affected. No significant conclusions were drawn about the relationship between student achievement and perception, although students with higher perception scores achieved somewhat more than those with lower perception scores. (JD)

ED 183 524 SP 015 636

*Burlingame, Martin*

**An Analysis of Attrition in the Downstate Illinois Teaching Force, 1972-73 to 1977-78.**

Spons Agency-Illinois State Board of Education, Springfield.
Note-74p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Beginning Teachers, *Career Change, Economic Factors, Elementary School Teachers, Enrollment Trends, *Faculty Mobility, Job Satisfaction, Performance Factors, Secondary School Teachers, Sex Differences, Teacher Attitudes, *Teacher Employment, *Teacher Persistence, *Trend Analysis
Identifiers-*Illinois

The implications of departure of teachers from the work force are examined. Specifically questioned are the departure patterns of teachers with less than one year experience, departure patterns of teachers with twenty or more years of experience, and the relationships between the age and the experience of teachers. These questions make distinctions between the sex of teachers as well as among elementary, secondary and special education certification. Survey results are presented in tabular form accompanied by narrative analysis. An overview of teacher career patterns and departure is included and suggestions are made for further research. (JD)

ED 183 525 SP 015 642

*Fisher, Charles W. And Others*

**Teaching Behaviors, Academic Learning Time and Student Achievement: Final Report of Phase III-B, Beginning Teachers Evaluation Study. Technical Report V-1.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-California State Commission for Teacher Preparation and Licensing, Sacramento.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-75-0001
Note-493p.
Available from-Commission for Teacher Preparation and Licensing, 1020 O'' St., Sacramento, CA 95814 ($25.00).
Pub Type- Reports - Research (143)
**EDRS Price - MF02/PC20 Plus Postage.**
Descriptors-*Academic Achievement, Educational Research, Effective Teaching, *Interaction Process Analysis, Learning Processes, Research Methodology, Student Behavior, *Teacher Behavior, Teacher Evaluation, *Teaching Methods, *Time Factors (Learning)

Four major questions are addressed in this research report: What is the relationship between student academic learning time and student achievement?; What are the relationships between teaching processes and academic learning time?; Are teaching processes, academic learning time, and student achievement related to student attitudes?; and, Are instructional variables related to retention of achievement over the summer? An Academic Learning Time Model of classroom instruction is presented. Design, instrumentation, and data collection methods of this research project are outlined. Analyses of the joint relationships among the variables teaching processes, academic learning time, and student achievement are presented, as well as analyses of student attitudes and retention of achievement. (JD)

ED 183 526 SP 015 643

*Edmonds, Edward L. Bessai, Frederic*

**First Class, A Survey of Canadian Teachers in Their First Year of Service.**

Spons Agency-Canadian Education Association, Toronto (Ontario).; Prince Edward Island Dept. of Education, Charlottetown.
Pub Date-79
Note-89p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Beginning Teachers, Class Size, *Educational Environment, *Educational Problems, Educational Resources, Elementary School Teachers, Foreign Countries, Helping Relationship, *Job Satisfaction, *Occupational Surveys, School Size, Secondary School Teachers, Teacher Attitudes, Teacher Qualifications
Identifiers-*Canada

The purpose of this study was to obtain a descriptive profile of Canadian teachers in their first year of service. A questionnaire comprised of five sections was sent to beginning teachers. The document presents information gathered from this questionnaire on the following topics: biographical information and details on teachers' qualifications and areas of specialization, the schools in which they taught and their teaching assignments, potential problems, the most valuable source of assistance and advice for new teachers, and comments about their overall job satisfaction and professional growth. Results of the questionnaire are presented in tabular form with narrative analysis. Samples of survey questions are appended. (JD)

*Armstrong, David G.*

**Incentives and Behaviors of Teacher Education Researchers**

Pub Date-Feb 80
Note-14p.; 14p; Paper presented at the Annual Meeting of the Southwest Educational Research Meeting (San Antonio, TX, February 8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrator Attitudes, *Attitudes, Change Agents, *Educational Researchers, *Motivation, *Research Criteria, Research Needs, *Research Utilization, Teacher Attitudes, Teacher Education

The limited impact of educational research on actual classroom practice is considered. It is pointed out that results of research are generally published in prestige'' journals rather than in publications teachers are likely to read. Further, it is stated that research projects are almost always generated by administrators or program directors and that the research is designed to meet their needs rather than the needs of teachers dealing on a day to day basis with children. Teachers frequently see research as lacking relevance. The incentives motivating researchers are examined and found, in the main, to be less than selfless. Suggestions are made for improving the services of the researchers and in so doing, improving the quality of research itself. (JD)

ED 183 528 SP 015 664

*Clark, Francis E. Angert, Jay F.*

**Instructional Design and Research on Teacher Education.**

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 8, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Audiovisual Aids, Audiovisual Instruction, *Equipment Utilization, *Instructional Design, Instructional Innovation, *Instructional Media, *Media Selection, Planning, Task Analysis, *Teacher Education, Teaching Methods

The availability of audiovisual equipment offers teachers a wide choice of teaching tools and increases the importance of careful instructional planning. This paper addresses the responsibility of teacher educators for teaching not only the use and selection of these resources, but also basic instructional design. A brief synopsis of the instructional design process is presented. Suggestions are made for modifying teacher education curriculum and for further research on the teaching of instructional design techniques. (JD)

ED 183 500 SP 015 228

*Pine, Gerald*

**Principles and Conditions of Field Based Learning.**

New England Teacher Corps Network, Portsmouth, N.H.
Note-14p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Behavior Change, Experiential Learning, *Field Instruction, Individual Development, Individual Needs, *Inservice Education, Learning Motivation, *Program Design, Self Actualization, *Staff Improvement, Teaching Methods

This paper discusses some generic humanistic principles and conditions of learning which should undergird a field based educational and staff development process designed to enable teachers in a variety of situations, circumstances, and schools to improve themselves personally and professionally. (Author/JD)

ED 183 501 SP 015 265

*Hartman, Betty Clement, Annie*

**The Design and Validation of a Self-Study Guide to Assure Equal Opportunity for Women in Required Secondary School Physical Education Classes. Small Grant. Final Report.**

Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-51p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Evaluation, *Program Evaluation, Secondary Education

The development of an inventory used to investigate the degree of sex equity in secondary school physical education departments is described. The report is in six parts: 1) the development of the conceptual plan; 2) the design and preparation of the inventory; 3) analysis of the inventory by external readers; 4) selection and briefing of field test participants; 5) data gathering and analysis; and 6) recommendations for publication of the inventory and report. Appendices include a copy of the letter sent to the participating schools, a list of the schools involved with the study, and a copy of the survey used to gather reactions to the product. Also included is a list of recommended resources. (LH)

ED 183 502 SP 015 301

*Eddy, Wesley P.*

**Annual Research Highlights. 1978-79.**

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date-Sep 79

Note-51p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Academic Achievement, Curriculum Evaluation, Educational Objectives, Foreign Countries, Handicapped Students, Instructional Programs, Mentally Handicapped, Program Costs, *Program Design, *Program Development, Reading Instruction, *Research Projects, School Administration, Student Attitudes, Testing, Vandalism

Identifiers-Alberta, *Canada

Abstracts are presented of research studies undertaken in 1978-79 by the Planning and Research Branch of Alberta, Canada Education Department. Each report contains a statement of purpose, a description of design, an outline of results and recommendations based on study findings. Bibliographic information is provided on each study as well as information on the distribution of study reports. (JD)

ED 183 503 SP 015 325

*Sass, Edmund J. Meyer, Marie*

**Student Test Anxiety as Related to the Personality Characteristics of Their Teachers.**

Note-22p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Anxiety, Elementary Education, Elementary School Students, Individual Differences, *Personality Theories, Secondary School Students, Self Actualization, Self Concept, Stress Variables, *Student Attitudes, *Student Teacher Relationship, *Teacher Characteristics, *Testing

The research question investigated was: What relationship, if any, exists between teacher personality characteristics associated with self-actualization and the test anxiety levels of their students. Teacher personality characteristics in 6 schools were assessed with the Shostrom Personal Orientation Inventory. The Sarason Test Anxiety Scale for Children was administered to their pupils. Students in grades 4 through 8 were the subjects of the research. At the junior high school level it was found that a significant relationship existed between teachers with high spontaneity in combination with high self-regard and relatively low test anxiety in their students. Results approached significance for elementary school students. The implications of these findings for education and selection of teachers for the junior high level are considered. (JD)

ED 183 504 SP 015 334

*Pisharoti, K. A.*

**Guide to the Integration of Health Education in Environmental Health Programmes.**

World Health Organization, Geneva (Switzerland).

Pub Date-75

Note-88p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Developed Nations, *Developing Nations, *Environmental Education, *Health Education, Hygiene, *Program Development, *Public Health, Sanitation, School Community Relationship, Teacher Education, Teaching Methods, Waste Disposal, Water Resources

This guide is designed to stimulate governments to incorporate health education into environmental health training programs. It provides guidelines for the design, development, and evaluation of training programs dealing with basic sanitary services such as water supply, waste disposal, and vector control. Suggestions are included for increasing community participation in planning and utilizing environmental health facilities, and also for introducing environmental health education in schools. The subject-matter is grouped under three sections. Section one deals with methods of incorporating health education into environmental health program planning. The second section deals with the systematic incorporation of community-oriented health education in the basic and in-service preparation of environmental health manpower. The third section deals with the introduction of environmental health teaching in the school system. (JD)

ED 183 505 SP 015 382

*Duckworth, Eleanor*

**Learning With Breadth and Depth.**

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date-Jun 79

Note-35p.; Lecture presented at the Workshop Center for Open Education (New York, NY, May 5, 1979).

Available from-Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. & 140 St., New York, NY 10031 ($2.50)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Child Development, *Cognitive Processes, *Comprehension Development, Creative Thinking, *Discovery Learning, Inquiry Training, *Intellectual Development, *Learning Theories, Open Education

This booklet contains a speech on the value of discovery learning in building a sound knowledge base. The author contends that systematic concepts (such as spatial relations) should be fully explored by experimentation and discussion in the classroom. The cognitive processes involved in solving problems are examined and examples are given of several problems and the different ways in which solutions may be reached. (JD)

ED 183 506 SP 015 396

*Arends, Richard And Others*

**Conditions for Promoting Effective Staff Development.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-400-78-0017
Note-42p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Learning, *Change Strategies, *Inservice Teacher Education, Needs Assessment, *Professional Development, Program Design, *Staff Improvement, Teacher Role

The complexities of designing and operating inservice education programs are examined. This publication is organized into four major areas. Chapter one defines the interrelated series of current staff development activities as observed by the authors. Chapter two contains findings that have influenced thinking about the problems discussed in the first chapter and strategies for resolving them. Chapter three presents a relational series of conditions or guidelines for staff development providers. Chapter four anticipates issues that demand consideration, research that remains to be done, and practices that should be furthered. (JD)

ED 183 530 SP 015 667

*Savage, Tom V.*

**Student Teacher Influence on Learner Cognitive Attainment.**

Pub Date-Feb 80
Note-12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 8, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, College Supervisors, Cooperating Teachers, Preservice Education, *Research Design, *Research Methodology, *Student Teachers, *Teacher Education, Teacher Evaluation, *Teacher Influence

The twofold purpose of this study was to examine the impact of student teachers on pupil achievement and to investigate whether or not cooperating teachers and college supervisors were able to discriminate between those variables that correlated with pupil attainment. Fourteen classrooms of learners who had two different student teachers during the same academic year were the subjects. Each student teacher was required to prepare two units of instruction containing specific objectives and a post-test. The percentage of objectives achieved on the post-test of the second unit was used as the criterion variable. Findings indicated that student teachers accounted for 6 per cent of variance of pupil achievement. Results also indicated that the cooperating teacher and college supervisor improved in ability to discriminate between student teachers who elicited higher levels of achievement and those who did not. (JD)

ED 183 529 SP 015 665

*Denton, Jon J. Mabry, M. Patrick Jr.*

**Causal Modeling and Research on Teacher Education.**

Spons Agency-Texas A and M Univ., College Station. Coll. of Education.
Pub Date-8 Feb 80
Grant-OUR-TAMU-15-6000
Note-17p.; 17p; Paper presented at the Southwest Educational Research . Meeting (San Antonio, TX, February 8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Educational Research, *Effective Teaching, *Models, Research Needs, *Research Utilization, Student Teacher Relationship, *Teacher Education

The technique of causal modeling as applied to theoretical constructs in teacher education is demonstrated. The abstract principles of causality are explained, and are applied to various educational research needs. An example is made using data collected from a sample of 44 secondary level students who participated in a one semester student teaching program at Texas A and M University. Diagrams and statistical information are included. (LH)

ED 183 531 SP 015 668

*Savage, Tom V.*

**Alternate Research Models: A Framework for Conducting Research on Teacher Education.**

Pub Date-Feb 80

Note-9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Classroom Observation Techniques, Critical Path Method, Educational Anthropology, *Educational Research, *Educational Researchers, Historiography, Interaction Process Analysis, *Research Design, *Research Methodology, Statistical Analysis, *Teacher Education

The uses of various research designs in educational research are discussed. Research methodologies such as social anthropology, path analysis, classroom observation, historiography, interaction analysis, and statistical analysis are described. The educational settings in which each of them would be an effective research tool are illustrated. (JD)

ED 183 532 SP 015 670

*Henson, Kenneth T.*

**The Effects of Certain Selected Variables in Student Teachers' Preparatory Programs on the Levels of Attainment of Their Students.**

Pub Date-80
Note-10p.; 10p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (3rd, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Evaluation Criteria, Grade Point Average, Preservice Education, Secondary Education, Student Teacher Relationship, *Student Teachers, *Teacher Evaluation, *Teacher Influence, *Teacher Qualifications

This investigation is part of a larger program conducted by a university department of curriculum and an instruction research team investigating 400 variables affecting learner achievement, teacher effectiveness, and teacher qualifications. This part of the study examines the variables of student teachers' over-all grade point average, average in professional education classes, and average in first student teaching experience, in order to determine which characteristics of student teachers most affect the academic achievement of their pupils. The study concludes that only long-term variables have significant effect on learner achievement, and that immediate teacher behaviors are of negligible significance to the learning process. (Author/LH)

ED 183 482 SO 012 420

*Skjervold, Christian K. And Others*
**Minneapolis Multi-Ethnic Curriculum Project Power Unit.**
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-35p.; For related documents, see SO 012 414-423
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-American Indians, Blacks, Community Action, Community Influence, Community Organizations, *Economic Factors, *Ethnic Groups, *Ethnic Studies, *Individual Power, Italian Americans, Jews, Labor Conditions, Labor Unions, *Multicultural Education, *Political Power, Secondary Education
Identifiers-Alinsky (Saul), Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The student booklet presents short chapters illustrating the power unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Nine brief chapters describe individuals, organizations, and labor unions and their relationship to power in the United States. Chapter I describes the early history of the International Ladies Garment Workers Union, while Chapter II presents labor conditions in the Mesabi Iron Range. Chapters III through VI offer brief biographies of Saul Alinsky, a professional community organizer; Corky Gonzales, a Chicano youth leader; Barbara Jordan, a black member of Congress; and Fiorello La Guardia, the Italian American mayor of New York City. Chapter VII covers the Human Organizational Political and Economic Development, Inc. (HOPE) in Houston, Texas, a black community organization. Chapter VIII describes the Milwaukee Indian Community School, while Chapter IX discusses the job of a Spanish-speaking court interpreter. All the chapters focus on individual, group, community, political, or economic power. (CK)

ED 183 483 SO 012 421

*Skjervold, Christian K. And Others*

**Minneapolis Multi-Ethnic Curriculum Project Prejudice/Discrimination Unit.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-56p.; Photographs throughout document may not reproduce clearly from EDRS in paper copy; For related documents, see SO 012 414-423

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-American Indians, *Bias, Blacks, Chinese Americans, Citizenship, *Discriminatory Attitudes (Social), *Ethnic Groups, *Ethnic Studies, Indians, Japanese Americans, Labor Conditions, *Multicultural Education, Organizations (Groups), Polish Americans, Puerto Ricans, Racial Segregation, Secondary Education, Slavery, *Social Discrimination, United States History

Identifiers-Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The student booklet presents short chapters illustrating the prejudice/discrimination unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Fifteen brief chapters describe the ways Americans have and still do discriminate against the people of various ethnic groups. Topics cover the history and policies of the Know-Nothing political party in the 1850s, the life and job of a Polish sweat-shop girl, a slave's work in the cotton fields, Chinese laborers on the transcontinental railroad, the living conditions of Mexican Americans in the valley of the Rio Grande River and of Puerto Ricans in the barrios of New York City, and the fight for citizenship by Dr. Pandit, an East Indian. Two chapters describe school segregation cases, one relating to Japanese American children in San Francisco and the other relating to Mexican American students. A photo essay illustrates the internment of Japanese Americans during World War II. Contemporary discrimination is discussed in two chapters, one presenting the findings of a study by the National Center for Urban Ethnic Affairs on ethnic discrimination in the corporate world, and the other on the legality of private club discrimination. The final three chapters trace the development of the Japanese American Citizens League, the National Association for the Advancement of Colored People, and American Indian militancy. (CK)

ED 183 481 SO 012 419

*Skjervold, Christian K. And Others*

**Minneapolis Multi-Ethnic Curriculum Project Family Unit.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-61p.; For related documents, see SO 012 414-423
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adoption, American Indians, Blacks, *Case Studies, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Family (Sociological Unit), Family Background, *Family Life, Indochinese, Italian Americans, Japanese Americans, Jews, *Multicultural Education, Puerto Ricans, Secondary Education, Slavery
Identifiers-Armenians, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians

The student booklet presents short case studies illustrating the family unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Thirteen brief chapters describe family life and patterns of different ethnic groups in the United States. They present stories of individuals in groups such as Puerto Ricans, Swedish Americans, Jews, Vietnamese refugees, Japanese Americans, Blacks, Italian Americans, Armenian Americans, American Indians, and Chinese Americans. Chapters also describe adoption procedures, the custom of Japanese picture brides, how to do a family tree, and the changing Chinese view of womanhood. A chapter on family patterns presents a chart comparing the characteristics of a traditional family with the characteristics of first and second generation ethnic families in the United States. Many styles of living are described, including single parent families, and families headed by grandparents. Some of the stories are first person accounts, while others are descriptive. (CK)

ED 183 480 SO 012 418

*Skjervold, Christian K. And Others*

**Minneapolis Multi-Ethnic Curriculum Project Ethnicity Unit.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-46p.; For related documents, see SO 012 414-423
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-American Indians, *Case Studies, Chinese Americans, Culture, *Ethnic Groups, *Ethnicity, *Ethnic Studies, Food, Italian Americans, Japanese American Culture, Jews, *Multicultural Education, Polish Americans, Religion, Secondary Education
Identifiers-Ethnic Heritage Studies Program Act, Hutterites, Irish Americans, Minneapolis Multi-Ethnic Curriculum Project

The student booklet presents short case studies illustrating the ethnicity unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Twelve brief chapters describe various aspects of the life, values, behavior, education, culture, and religious ceremonies and feelings of different ethnic groups in the United States. They present stories of individuals in groups such as the Hutterites, Japanese Buddhists, Jews, Irish Americans, suburbanites, Polish Americans, Chinese Americans, American Indians, and Italian Americans. One chapter lists Polish customs throughout the year, another discusses Italian food, still another describes the Tamburitzan, an East European performing folk group. The chapter on American Indians focuses on the language and lists places and states with Indian names. Many of the stories are presented in first person accounts, although some are descriptive. All stress ethnicity. (CK)

ED 183 461 SO 012 388

*Wallace, R. Duqcan*

**The Universal Action Pattern of the Mind and Self: A Unifier and Simplifier for All Forms of Learning.**

Pub Date-79
Note-19p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Achievement, Cognitive Measurement, Cognitive Style, *Creative Development, *Creativity, Educational Needs, Educational Objectives, Elementary Secondary Education, Glossaries, Higher Education, Intelligence, Learning Theories, Mental Development, Motivation, Nonformal Education, Problem Solving, Psychotherapy, *Self Congruence, *Theories, *Thought Processes

Underlying mental processes are common to all people in spite of individual differences in capability, intelligence, attitude, and motivation. When these processes are combined to form a single, observable entity, they can be interpreted as a uqiversal action pattern of the mind. Educators, psychotherapists, and other individuals interested in facilitating learning can better understand and work with this uqiversal action pattern if they plot behavioral manifestations of mental activity on a flow diagram. The diagram should represent all categories of information which compose the experience of the mind during mental or physical action. When people understand the action pattern, they can create experiences and achieve chosen goals within limits such as time, awareness, ability, and, in the case of groups, cooperative agreement. In addition, individuals can use the action pattern as a checklist of ingredients of an intended experience and can point out areas of capability and uncertainty. When the action pattern is set in motion, it can indicate smooth flow signals including understanding, opportunity, self-responsibility, and satisfaction. It can also indicate obstruction signals including uncertainty, anxiety, anger, confusion, and vulnerability. The conclusion is that people will develop more efficient energy movement patterns if they interpret their motivations and actions in light of their universal action patterns. (DB)

ED 183 462 SO 012 389

*Gregory, Lynn*

**The Use of Anthropological Theory in an Educational Program Evaluation.**

Pub Date-Nov 79
Note-9p.; Paper presented at Annual Meeting of the American Anthropological Association (78th, Cincinnati, OH, November 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Affective Objectives, Anthropology, Behavioral Science Research, Changing Attitudes, Elementary Secondary Education, *Evaluation Methods, Handicapped Children, Individual Differences, *Interaction Process Analysis, *Program Evaluation, *Theories, Use Studies, Values

The paper describes a methodology to aid educators as they evaluate educational programs aimed at changing students' attitudes, values, and/or behavior. The major objective of the evaluation method is to analyze the content and/or process that underlies behavior in a given situation. In addition, the paper relates how this method was used to evaluate a program for preparing elementary school students for the mainstreaming of handicapped students into their schools. Basic questions addressed by the evaluation focus on whether the program succeeds in changing student attitudes, values, and/or behavior toward people perceived as different (for example, handicapped students) and on how specific aspects of the curriculum contribute toward achievement of stated objectives (for example, acceptance of handicapped students). Measurement techniques included questionnaires designed around teachers' experiences with the program and student attitudes toward handicapped persons before and after participation in the program, observation of changes in patterns of social interaction among students as a result of program participation, and observation of changes in the way in which students' observable behavior indicated a change in self-concept as a result of program participation. (DB)

ED 183 463 SO 012 390

*Beatie, Bruce A.*

**Ethnic Heritage and Language Schools in Greater Cleveland: A Directory.**

Cleveland State Univ., Ohio.; National Commission for the Proptection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md.

Spons Agency-George Gund Foundation, Cleveland, Ohio.; Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-Jan 79

Note-138p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Community Schools, *Cultural Awareness, *Cultural Background, Educational History, *Ethnic Groups, *Fles Programs, Fles Teachers, Institutional Characteristics, Language Proficiency, Parochial Schools, Private Schools, Program Descriptions, Student Characteristics, Teacher Characteristics, United States History

Identifiers-Curriculum School Surveys, Ethnic Heritage Studies Program Act

The two-part document provides background information on ethnic heritage and language schools (EHALS) in the United States as well as results of a survey and a directory of these schools in Cleveland, Ohio. Part I contains a rationale for community language schools, traces their evolution from the colonial period to the present, and summarizes the Cleveland survey. Student population is discussed in terms of enrollment patterns, language proficiency and background, and cultural background. The curriculum section characterizes class structure, curricular objectives, learning materials, and testing and grading. Biographical data on teachers includes sex and place of birth, length of residence in the United States and in Cleveland, amount of education, and amount of time spent in the classroom per week. Part II, the directory, lists 21 EHALS schools in Cleveland: Arabic, Armenian, Bengali, Chinese, Croation, Czech, German, Hebrew, Hindu, Hungarian, Italian, Japanese, Korean, Latvian, Lithuanian, Polish, Slovak, Slovenian, Ukrainian, and Yiddish. Information includes address, names of directors and teachers, a brief history, tuition fees, class hours, and visitation policy. An alphabetized index of teachers and directors and sample questionnaires are included. (KC)

ED 183 464 SO 012 391

**Flexibility Key to Administering Fulbright-Hayes Exchange Program. Report to the Congress by the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.
Pub Date-10 Dec 79
Note-85p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Cultural Exchange, Educational Objectives, Exchange Programs, Government Role, Grants, Higher Education, International Education, *International Educational Exchange, Management by Objectives, Program Administration, Program Descriptions, Student Exchange Programs, Teacher Exchange Programs
Identifiers-Fulbright Exchange Program

The booklet describes and presents recommendations for improving the Fulbright-Hays exchange program. The program comprises an international visitor program and a two-way exchange of research scholars, lecturers, teachers, and graduate students. The major objective of the program is to increase mutual understanding between people of the United States and other countries. The document is presented in eight chapters. Chapter I introduces the program, explains administrative procedures and objectives, and defines the scope of the report. Chapter II summarizes findings and conclusions of the report including that the decentralized nature of the program renders most generalizations meaningless, most segments of the program are suffering from financial cutbacks, and decisions regarding practices in the field should be made whenever possible by people most familiar with circumstances in a particular country. Chapter III outlines selection processes. Chapter IV explains participant orientation and assistance procedures. Chapter V comments on adequacy of allowances to various groups of grantees. Chapter VI focuses on methods of evaluating various program functions. Chapter VII presents comments by the International Communication Agency on administering the teacher exchange program. The final chapter explains the international visitor aspect of the program. (DB)

ED 183 484 SO 012 422

**Minneapolis Multi-Ethnic Curriculum Project Migration Unit.**
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75
Note-70p.; For related documents, see SO 012 414-423
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Blacks, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Immigrants, Jews, Korean Americans, Mexican Americans, *Migration, Migration Patterns, *Multicultural Education, Secondary Education, Slavery, United States History
Identifiers-Arab Americans, Choctaw (Tribe), Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians, Slavs

The student booklet presents short chapters illustrating the migration unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Sixteen brief chapters describe migration, immigration, and emigration in the United States. The first six chapters offer first person accounts of immigrants from Norway, Korea, Egypt, Hitler's Germany, and Yugoslavia. These are of both early and contemporary immigrants. Other chapters present brief histories of immigration in the United States including a discussion of laws and quotas, and the Chinese, Mexican, and Finnish migrations. One chapter describes the slave trade and offers a related simulation game, while another relates the story of the removal of the Choctaw Indians from Mississippi to Indian Territory. The final two chapters discuss the contemporary movement of blacks to Atlanta, Georgia and patterns of moving in the United States today. (CK)

ED 183 465 SO 012 392

*Kraft, Richard J.*

**A Comparative Analysis of Individualism and Collectivism in Post-Industrial America and Post-Revolutionary China.**

Pub Date-2 Nov 78
Note-19p.; Paper presented at Rocky Mountain Educational Research Association (Albuquerque, NM, November 2, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, American Culture, Civil Liberties, Commuqism, Comparative Analysis, *Comparative Education, Developed Nations, Developing Nations, *Educational Philosophy, Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, *Individualism, Political Attitudes, *Social Attitudes, *Socialization, Social Responsibility, Teaching Methods, *Values
Identifiers-China

Collectivist versus individualistic attitudes in China and the United States are compared with particular emphasis on the effects of these attitudes on educational objectives and practice in China. Individualism is interpreted to include attitudes such as personal liberty, individual initiative, moral relativism, and self-direction. This individualistic approach in the United States has fostered tax cutting referenda, self-centered semi-religious movements, and deification of the self in group therapy. Collectivism is interpreted as group control over production and distribution. It is exemplified by social consciousness and, in its most extreme form, by idolatry of the state. In China, positive attitudes toward collectivism are reinforced by encouraging cooperation rather than competition among children beginning in the earliest grades, by generally recommending submission of individual will to the needs of the group, and by encouraging early and active participation in Communist youth organizations. There have been some changes in education since the cultural revolution, however, which indicate that Chinese educators and policy makers are realizing the need to reinforce some individualistic attitudes. Major changes include emphasis on excellence, achievement, and competition rather than political indoctrination; tracking students according to ability; reinforcing the authority role of the teacher in the classroom; and providing professional education for able students. (DB)

ED 183 507 SP 015 407

*Harper, Alda Alexander*

**Tracing the Course of Growth and Development in Educational Policy for the Canal Zone Colored Schools, 1905-55. University of Michigan Comparative Education Dissertation Series, Number 25.**

Michigan Univ., Ann Arbor. School of Education.

Pub Date-74

Note-8p.

Available from-Social Foundations Comparative Education Dissertation Series, Rm. 4002 SEB, Social Foundations Department, University of Michigan, Ann Arbor, MI 48109 ($3.00).

Pub Type- Historical Materials (060) - Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Black Education, Cultural Differences, *Educational History, *Educational Policy, *Ethnic Groups, *Minority Groups, Political Influences, Public Schools, Racial Integration, Social Action

Identifiers-*Canal Zone

The educational policy for the schools of the black noncitizen group residing within the Canal Zone is the subject of this study. The time period examined covers roughly the first half of the twentieth century. In the first chapter the significance, relevance, and limitations of the study are discussed. The second chapter describes the establishment of the schools and their growth during the first decade from 1905 to 1915. The inadequacies in the black schools during the period from 1915 to 1930 are discussed in the third chapter. Improvements, growth, and development during the 1930's and 1940's are covered in the fourth and fifth chapters. The final chapter examines social and educational trends in the early 1950's. (JD)

ED 183 533 SP 015 673

**Multi-Cultural Education: Selected Bibliography (Annotated). Research Report, Vol. 10, No. 1.**

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date-Jan 80

Note-41p.

Available from-Bureau of Educational Materials and Research, College of Education, Louisiana State University, Baton Rouge, LA 70803 ($4.50)

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Behavior Patterns, Cultural Enrichment, Curriculum Design, *Educational Research, *Educational Resources, *Ethnic Groups, Humanistic Education, *Minority Groups, *Multicultural Education, Teacher Education

This annotated bibliography contains citations of reports, papers, and journal articles in the ERIC data bases and from other sources, on the subject of multicultural education. The references cite works of both theoretical and practical natures. Information on availability of the materials is included in the citation. (JD)

ED 183 485 SO 012 423

*Skjervold, Christian K. And Others*

Minneapolis Multi-Ethnic Curriculum Project Enclaves Unit Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-32p.; For related documents, see SO 012 414-422

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Blacks, Building Trades, Cubans, *Ethnic Groups, *Ethnic Studies, *Multicultural Education, *Neighborhood, Occupations, Secondary Education, Social Discrimination

Identifiers-Cajuns, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Mohawk (Tribe), Muslims

The student booklet presents short chapters illustrating the enclaves unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. A seven-page comic book is also included in the document. Six brief chapters in the student booklet describe ethnic neighborhoods and occupations. Chapter I discusses the Cuban refugees in Miami as well as their life, customs, bilingualism, and need to preserve their ethnic heritage. Chapter II presents the Arab Muslim community in Dearborn, Michigan and their religion and family life. Chapter III is entitled A Visit to Cajun Country'' and tells stories about life with the Cajuns in Louisiana. Chapter III lists the ten best cities in the United States for blacks for economic, political, and cultural development and rates them for overall quality of life. Chapter V offers a brief overview of occupations that have been traditionally identified with certain ethnic groups. The final chapter tells of the Mohawk Indian tribe and their work with steel, beginning with bridge building and transfering to building in general. The comic book consists of three two-page stories illustrating discrimination and stereotyping. (CK)

ED 183 508 SP 015 488

*deVoss, Gary G.*

**Student Teaching as Studentship: An Ethnographic Investigation.**

Pub Date-Apr 79

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 7-12, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Case Studies, College Supervisors, Cooperating Teachers, Field Experience Programs, Helping Relationship, Modeling (Psychological), *Program Evaluation, Student Teacher Relationship, *Student Teachers, *Teacher Attitudes, *Teacher Behavior, *Teaching Experience

The enculturation of two beginning student teachers was examined and described. In addition, the effects on classroom activities before, during, and after the student teachers carried out their assignments are discussed. Ethnographic techniques such as observation and interview were employed to collect information and the case studies are presented from the student teachers' point of view. The participating student teachers aided in the final analysis, which revealed that student teachers perceive the field experience as a terrifying time and try to mask their fears by various strategies, such as emphasizing external control or rejecting theory. (JD)

*Howsam, Robert B.*

**In-Service Development in the Teaching Profession and Teacher Education.**

Pub Date-Feb 79
Note-12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 1979).
Pub Type- Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Change Agents, *Degree Requirements, *Faculty Development, Inservice Teacher Education, *Organizational Change, *Professional Education, Program Development, Schools of Education, *Status Need, Teacher Attitudes, Teacher Education, *Teacher Educators

Changes in the organizational structure of teacher education and in the attitudes of members of the teaching profession are proposed. The concept of inservice teacher education is criticized as admitting that school of education graduates holding a bachelor's degree enter the profession not fully prepared and must continue to study while on the job. It is suggested that the classical hierarchical structure of business and traditional management, including assumptions about delegation, accountability, and supervision, have no place in the educational hierarchy. A parallel is drawn with business management. The teacher holding a bachelor's degree occupies a lower place in the hierarchy than does a principal holding a master's degree. This, it is argued, is a reversal of professional organization. The teacher should have the higher status since classroom teaching requires more specialized training than administration. (JD)

ED 183 466 SO 012 399

*Weaver, Andrew M. Britt, Rodney C.*

**Values/Moral Education Approaches Currently Being Recommended by State Departments of Education.**

Pub Date-78
Note-10p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Administrator Attitudes, *Educational Programs, Elementary Secondary Education, *Ethical Instruction, Moral Development, *Moral Values, National Surveys, *Program Descriptions, Social Studies, State Departments of Education, *State Programs

Results are reported of a survey to examine values/moral education programs being proposed or implemented by departments of education in the United States. Questionnaires were mailed to the highest ranked state public school supervisors for social studies in each of the 50 states. Thirty-eight questionnaires were returned. Three states sent a personal letter in place of the questionnaire and two states simply forwarded values/moral education materials. Of the 38 responses only one supervisor did not recognize values or moral education as a viable part of the state's social studies program. Values clarification, value analysis, and moral development approaches received significant acceptance. Eight state coordinators reported using textbooks with a definite values/moral education focus. Forty-five percent of the states formally began to include values/moral education programs at the state level after 1965. Reasons for program implementation include interest by officials or staff at the state level, public interest or pressure, and teacher initiation or pressure. Twelve state coordinators whose states did not include some form of values/moral education would like to see such a program incorporated in the state's curriculum. Two state specialists indicated that they would not like to see such a program in their state's curriculum. (KC)

ED 183 486 SO 012 425

*Brown, Lester R.*

**Food or Fuel: New Competition for the World's Cropland. Worldwatch Paper 35.**

Worldwatch Inst., Washington, D.C.

Spons Agency-George Gund Foundation, Cleveland, Ohio.; United Nations Environment Program, New York, N.Y.

Pub Date-Mar 80

Note-44p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00)

Pub Type- Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Agriculture, Developed Nations, Developing Nations, Economic Development, *Food, *Fuels, Futures (of Society), *Global Approach, *Land Use, Rural Development, Rural Economics, Site Development, *Use Studies, World Problems

The paper explores how continuously expanding world demand for food, feed, and fuel is generating pressure to restructure agricultural land use. In addition, problems related to transfer of agricultural crop land to energy crops are discussed. The technology of energy crops has developed to the point where large-scale commercial production of alcohol from high-yielding energy crops appears to be favorable. As gasoline prices reach $2.00 per gallon, gasahol becomes not only feasible but profitable, particularly when factors such as subsidies and by-product credit are considered. National plans to produce energy crops have been formulated in the United States, South Africa, New Zealand, and Australia. Brazil has already implemented a large scale alcohol fuel program based principally on sugar cane. On the negative side, however, Brazil has already felt the impact of rapidly increasing food prices. The millions who are at the bottom of the economic ladder in Brazil and elsewhere, will be increasingly squeezed as the more affluent increase their claims to cropland. The conclusion is that decision makers in developing and developed nations should carefully assess the impact of energy crop iniatives on food prices and availability before encouraging widespread conversion of cropland into energy crops. (DB)

ED 183 509 SP 015 544

*Dyreson, Margaret*

**Florida Linkage System. A People-Approach'' to Problem-Solving.**

Florida State Dept. of Education, Tallahassee.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Contract-400-76-0089
Note-69p.
Available from-Office of Dissemination and Diffusion, Florida State Dept. of Education, Knott Building, Tallahassee, FL 32304 ($2.50)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Decision Making, Educational Administration, Interinstitutional Cooperation, Needs Assessment, *Problem Solving, *Program Descriptions, *Program Development, State Programs
Identifiers-Linking Agents, *Research and Development Utilization Program

This document describes how the Florida Linkage System approach to local problem solving might be implemented in other school districts. It is presented here as a general strategy that can be adapted to meet the specific needs of a given school. The FLS model is comprised of a sequence of steps and activities leading to continuous improvement by making maximum use of the human resources in an educational system. Case studies of the application of the model are given. (Author/LH)

ED 183 535 SP 015 688

*McLaughlin, James H.*

**Pilot Survey of Teacher and Supervisor Selection Procedures in Fifty-Four States and Posessions of the United States.**

New York City Board of Education, Brooklyn, N.Y.

Pub Date-Nov 79

Note-23p.; For related documents, see SP 015 049

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-National Surveys, State Departments of Education, *State Standards, *Supervisor Qualifications, *Teacher Certification, Teacher Education, *Teacher Selection, *Testing

This survey presents information on the use of tests for selecting teachers and supervisors in American schools. City and state educational jurisdictions were contacted. A summation of the responses received from responding Teacher Certification Offices is presented alphabetically by state. Twenty-five offices shared additional materials with the conductors of the survey and a listing of these materials is included. (JD)

ED 183 467 SO 012 400

*Williams, Robin M., Jr.*

**Structure and Process in Ethnic Relations: Increased Knowledge and Unanswered Questions.**

Pub Date-30 Aug 79
Note-55p.; Paper presented at the Annual Meeting of the American Sociological Association (74th, Boston, MA, August 30, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Data Analysis, *Ethnicity, Ethnic Relations, *Ethnic Studies, Higher Education, Knowledge Level, Literature Reviews, Predictor Variables, *Research Methodology, *Research Needs, Social Science Research, *Sociology, State of the Art Reviews, Theories

Sociological interpretations of racial and ethnic relations in modern industrialized societies are examined. Ethnic and racial relations are interpreted as areas of study within the discipline of sociology which focus on interaction of ethnic and/or racial aims and demands with social processes and cultural phenomena. To clarify the state of the art of ethnic relations and ethnicity, researchers should determine recurring research problems and ascertain how to make research in ethnic relations more valid. Major problems with existing research include that it excludes important conditions, variables, and contexts; overemphasizes concepts; underemphasizes income and power; hasn't updated concepts so that they apply to present conditions; and defines conceptual schemes too narrowly. Researchers can correct these and other faults if they devise appropriate conceptualizations which are in line with systematic comparative data, move away from ad hoc descriptions and toward well-defined variables which will serve to characterize recurrent situations, and stress historical and cross-cultural documentation. The conclusions are that ethnicity is a major factor in political and social change in modern as well as developing societies and that researchers must update their methods so that they can realistically interpret data relating to ethnic groups, ethnic relations, and ethnicity. (DB)

ED 183 487    SO 012 426

*Wicks, Raymond E.*

**Global Education: The Why and How of It.**

Pub Date-7 Dec 79
Note-19p.; Keynote address presented at Annual Meeting of the Alabama State Council for the Social Studies (Mobile, AL, December 7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Affective Objectives, *Citizenship, Cognitive Objectives, Educational Needs, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *Global Approach, Social Studies, *Student Needs

The primary aim of global education in the elementary and secondary schools is to prepare students for responsible citizenship in a present and future global society. Global education is based on the propositions that the extent of interdependence in the contemporary world is such that we can speak of a global society, that students can be educated for responsible participation in a global society, and that the schools have the responsibility for educating citizens for this extended citizenship. World interdependence becomes obvious as decisions and actions by nations, non-governmental agencies, and individuals increasingly affect everyone. A variety of political, economic, and social units characterize the global age. The media, the volume of world trade, foreign investments, the existence of multi-national corporations, and the foreign tourist trade also typify a global world. The challenge to the social studies is to develop in students the capacity to perceive and understand the sources of differences, to identify long-term and global consequences of individual decisions, and to be sensitive to the interests of others in a transnational and transgenerational manner. Students must also develop the capacity to perceive alternative responses to situations and learn the skills of exercising influence in public affairs. Finally, the global education program must be responsive to the changing conditions of the world. (Author/KC)

ED 183 510    SP 015 557

*Drummond, William H. And Others*

**A Description of the Florida Linkage System Training Program.**

Florida State Dept. of Education, Tallahassee.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-79

Contract-400-76-0089

Note-28p.

Available from-Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.00)

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Educational Administration, *Group Dynamics, *Instructional Materials, *Learning Modules, *Problem Solving

Identifiers-Linking Agents, *Research and Development Utilization Program

A brief description of the Florida Linkage System's training modules is provided. The training program is designed to introduce teachers and educational personnel to a systematic approach to problem-solving and decision-making. Emphasis is placed on group interaction, and raising awareness of self as an individual in a social context. The title, purpose, expected outcomes, and school usefulness of 25 modules are given and ordering information is provided. (LH)

ED 183 536 SP 015 696

**Abstracts of Research Papers 1979. Presented at the New Orleans, Louisiana Convention of the American Alliance for Health, Physical Education and Recreation in the Research Consortium Meetings.**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-166p.; Abstracts of papers presented at the convention of the American Alliance for Health, Physical Education, Recreation, and Dance (New Orleans, LA, March 16-20, 1979).

Available from-AAPHERD, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($3.50)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Dance, *Educational Research, *Health, *Physical Education, *Recreation

Abstracts of 155 original research papers presented at the 1979 American Alliance for Health, Physical Education, Recreation, and Dance convention are given. Papers are grouped by topic for each session of the convention. Time and date for each presentation of the papers is indicated and the name and address of the author to whom inquiries for further information may be sent are given. The volume contains an index of all included authors. (LH)

ED 183 468　　SO 012 401

*Ulbrich, Patricia Huber, Joan*

**The Effect of Observing Parental Violence on Gender-Role Attitudes.**

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Aug 79

Note-27p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Aggression, *Childhood Attitudes, *Family Life, Fathers, *Females, Hostility, Housewives, *Males, Mothers, Parent Attitudes, Parent Child Relationship, *Parent Influence, Parent Role, Rape, Socialization, Social Science Research, Spouses, *Violence, Working Women

Results of a study to determine the effect of observing parental violence on attitudes about women's roles and the use of violence against women are reported. A national random sample of 1,092 women and 910 men were interviewed by telephone. Participants responded to questions such as: Did your father ever hit your mother? Did your mother ever hit your father? Responses were rated on a scale from never to often. Attitudes toward women's maternal and employment roles and about violence toward women were also measured. Seventeen percent of the sample reported having witnessed parental hitting, with an indication that although women engage in hitting, they are more often the victims of marital violence. The type of hitting reported varies by sex. More than half the women saw the father hit the mother; both sexes saw the mother hit the father less often. Parental hitting unexpectedly failed to significantly affect attitudes about women's roles. It did affect attitudes about blaming women for being raped, but the effect varied by sex. Income level and education also affected respondents' attitudes. In summary, men are more likely and women are less likely to approve of violence against women if they observed their fathers hitting their mothers. (Author/KC)

ED 183 488 SO 012 427

*McAuley, William J. Nutty, Cheri L.*

**Residential Preferences and Moving Behavior: A Family Life Cycle Analysis.**

Virginia Commonwealth Univ., Richmond.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-28 Aug 79

Contract-NIH-NICHD-72-2743

Note-28p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, Aug. 27-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Changing Attitudes, Decision Making, Environmental Influences, *Family Life, *Family Mobility, *Life Style, Literature Reviews, Migration, Mobility, Occupational Mobility, *Relocation, Social Science Research, State Surveys

Identifiers-*Life Cycles

The relationship of family life cycle changes to housing preferences and residential mobility is examined. Two residential decision-making issues are explored in detail how family life cycle stages influence what people view as important to their choice of residential setting and what individuals at different family life cycle stages view as the probability of moving providing they could obtain a satisfactory residential environment. Data were gathered from a random survey of 780 Pennsylvania residents plus a screened sample of 316 respondents who indicated a high probability that the household would move within the coming year. Respondents were asked to indicate which characteristics were desirable in a new residence, whether these characteristics were very important to their choice of residence, and whether they were likely to move if they located a residence with all or most of the desirable qualities. Findings indicate that work status is an important factor in decision making, younger people are more likely to move, and the age and presence of children plays a large role in family decisions to relocate. The conclusion is that many of the conditions and circumstances experienced by people in different life cycle stages are reflected in the kinds of concerns they express toward residential characteristics. (DB)

ED 183 511 SP 015 558

*Hoffman, Cynthia K.*

**Narrowing the Alternatives. Solution Analysis Series. Guidebook I.**

Florida State Dept. of Education, Tallahassee.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0089

Note-23p.; For related documents, see SP 015 559-561

Available from-Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL 32304 ($1.25)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Decision Making, Educational Administration, *Educational Objectives, Evaluation Criteria, Group Dynamics, Instructional Materials, *Needs Assessment, *Problem Solving, Program Evaluation

Identifiers-Linking Agents, *Research and Development Utilization Program

This guidebook, along with others in the Solution Analysis Series, is designed to help groups of educational personnel weed out'' options such as educational programs, and instructional materials that might prove to be inappropriate for use in a particular school. Each step in the selection process is clearly identified. The guidebooks can easily be used by groups as well as by individuals. This booklet presents four steps that limit the options under consideration to two or three genuinely viable alternatives. Checklists designed for evaluation of the options are included. (LH)

ED 183 537 SP 015 697

*Zeigler, Earle*

**Issues in North American Sport and Physical Education.**

Spons Agency-American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-295p.

Available from-AAHPERD Promotion, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($15.95)

Pub Type- Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Athletics, Beliefs, Competition, *Educational Philosophy, Evaluation Methods, Foreign Couqtries, Futures (of Society), Personal Values, *Physical Education, Socialization, *Social Problems

Problem issues in sports, physical education, and recreation are discussed from within the context of education, culture, and society, and as influenced by the authors' personal values. The topics which are discussed include: the specific social forces that influence the direction of society and thus of sport and physical education; the application of philosphy to fitness, sport, physical recreation and athletics; redefinitions of amateur, semi-professional, and professional sports and their relationships to education, commuqity agencies and society; and the investigation of instrinsic and extrinsic values from Olympic competition. Also defined and analyzed are the relationships of active participation in exercise, dance, and physical recreation to life enrichment; the concept of progress in the field, and; the forecasting of the future based on the profession's past. The role of women in athletics and the changing relationship between Eastern and Western programs of physical education are also considered. (Author)

ED 183 512 SP 015 559

*Hoffman, Cynthia K.*

**Rating the Cost and Benefits. A Solution Analysis Series Guidebook. II.**

Florida State Dept. of Education, Tallahassee.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-May 79

Contract-400-76-0089

Note-32p.; For related document see SP 015 558-561

Available from-Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL 32304 ($1.50)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Cost Effectiveness, *Decision Making, Evaluation Criteria, Instructional Materials, Needs Assessment, Problem Solving, *Program Costs, *Program Planning

Identifiers-Linking Agents, *Research and Development Utilization Program

This guidebook, the second in a series of three, (plus a linker's guide) is intended to aid educational personnel in the selection of programs and materials best suited for specific schools and needs. The first section of the guide enables educators to develop detailed estimates of the costs for each program under consideration. The second section illustrates how to rate the relativistic costs and benefits of each option, and how to compare the results with already existing programs. A special rating tool is included with the text. (LH)

ED 183 538　SP 015 705

*Eidell, Terry L.*

**Educational R & D: A Role for Leadership in Professional Associations.**

Pub Date-Feb 80
Note-21p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Dallas, TX, February 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cooperation, Educational Development, *Educational Research, Intergroup Relations, *Professional Associations, *Program Effectiveness, *Research Utilization
Identifiers-Linkage, *Research Practice Relationship

The role of professional associations in providing linkage between educational researchers and educational practicioners is discussed. The difficulties involved in coordinating two essentially discrete and insular educational communities the research community and the practicing educational community are described, and an overview of the traditional relationship between the two is provided. The role of an association is seen as fundamentally informative. The need to inform association members of practical educational research and development (R&D), and the need to inform public policy-makers of the realities behind educational practice, are both met by an association's linking function. Also, a more accurate portrayal of the needs and problems of education in general is provided to decision-makers. The association is also seen as a supporting mechanism for basic R&D technology

development. The author argues for a rapprochement'' of the research and practitioner communities, rather than for an integration per se. (LH)

ED 183 497 SP 014 706

*Steele, Connie Asher, Rita*

**A Study of Reflection-Impulsivity in the Play of Preschool Children.**

Pub Date-Feb 79

Note-17p.; Paper presentd at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Behavior Patterns, *Cognitive Style, *Conceptual Tempo, Early Childhood, *Preschool Children, *Problem Solving, *Reaction Time, Research Methodology, Response Mode, Stimulus Behavior

This study was designed to determine the relationship between

ED 183 496 SP 014 159

*Land, Michael L.*

**The Place of Instructional Competencies...?**

Pub Date-77
Note-14p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, *Competence, *Educational Accouqtability, Educational Change, *Educational Objectives, Learning Activities, *Performance Based Teacher Education, Teacher Education, *Teaching Skills

The purpose of this article is to explore the relationship between instructional competencies and other items with which they are often confused, and then to explore specific examples of the relations among these items. Two of the reasons for this confusion are associated with the numerous definitions of the terms competency and the misunderstanding that some professionals have involving the relationship between competencies and items such as objectives, learning activities, and subject-matter knowledge. The author has suggested that the focus of preparation at the undergraduate level in teacher education should be on instructional competencies rather than on knowing about education. (Author/JD)

ED 183 495 SP 013 856

*Stelmach, George E.*

**Toward an Information Processing Approach in Motor Behavior Research.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Grant-NE-G-00-3-0099
Note-21p.; Paper presented at the Joint Meeting of National College of Physical Education Association for Men and National Association of Physical Education for College Women (Orlando, FL, January 7, 1977).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Behavioral Science Research, Behavior Patterns, *Cognitive Processes, *Motor Reactions, Pattern Recognition, Perceptual Motor Coordination, Perceptual Motor Learning, *Research Criteria, *Research Methodology

It is argued that the current theoretical orientation of motor behavior research toward information processing is only at the descriptive level. An outline of requirements for motor behaviorists to discover the mental operations that precede motor performance is presented. It is suggested that unless basic knowledge is obtained on how movement information is perceived, coded, and retrieved, practical applications to obtain optimal learning and retention will be ill-founded. (JD)

**An Ethnic Studies Guide and Resources Mannual for the Carolinas.**

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-382p.; For related document, see SO 012 432. Photographs on pages 208-212 and small print in bibliographies may not reproduce from EDRS in paper copy
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC16 Plus Postage.**
Descriptors-*American Indians, Anthropology, *Cultural Awareness, *Ethnic Groups, *Ethnic Studies, Games, Handicrafts, *Interdisciplinary Approach, Junior High Schools, Language Arts, Learning Activities, Resource Guides, Role Playing, Sciences, Secondary Education, Simulation, Social Studies, Student Projects, Teaching Guides, United States History

Identifiers-Ethnic Heritage Studies Program Act, North Carolina

The manual contains ethnic studies units on the Indians of North Carolina and information for developing materials on other ethnic groups in North Carolina. Intended for intermediate grade students and teachers, the guide contains three major sections: background information, student manual, and information on ethnic groups other than American Indians. The background section discusses concepts of ethnic studies, methods for constructing dioramas, and presents a bibliography of books, periodicals, and filmstrips, and addresses of resource persons, museums and film distributors. Also, brief histories of the Southeastern Indians, Coastal Algonkians, Cherokees, Catawba, North Carolina Commission on Indian Affairs, Coharie, Haliwa, Lumbees, Waccamaw Siouan, Guilford Native American Association, and Metrolina Native American Association are provided. The student manual contains brief readings followed by answer questions. The major portion of the manual presents directions for learning activities such as an Indian cultural awareness quiz, language activities, dramatization of myths and legends, crossword puzzles, games, identification of plants used by Native Americans, Indian recipes, and weaving. A chart relates the activities to learning concepts and subject areas. The final section presents activities, readings, and bibliographies for Asian Americans, blacks, English, and Greek, Hispanic, Mexican, Puerto Rican, Italian, and Jewish Americans. The activities include directions for origami, a slave trade game, German recipes, and construction of a Mexican Ojo de Dios.'' (KC)

ED 183 521 SP 015 617

*Johnson, Charles E. And Others*

**An Introduction to the Teacher Performance Assessment Instruments: Their Uses and Limitations.**

Georgia Univ., Athens. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date-Jan 80
Note-25p.; For related documents, see SP 015 610, SP 015 612-613, SP 015 615.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Effective Teaching, Inservice Teacher Education, Interaction Process Analysis, Interpersonal Competence, Media Selection, *Occupational Tests, Planning, Student Evaluation of Teacher Performance, Teacher Behavior, Teacher Certification, *Teacher Evaluation, Teaching Methods, *Teaching Skills

The Teacher Performance Assessment Instruments (TPAI) were designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching. An analysis of the five instruments which compose the TPAI is presented. The topics of the five instruments are: teaching plans and materials, the classroom procedures, interpersonal skills, professional standards, and pupils' perceptions of teacher's classroom performance. A description is given of how each instrument is used for teacher evaluation and a discussion on their reliability and limitations is included as well as applications of the instruments for inservice professional development. (JD)

ED 183 522 SP 015 624

*Parkay, Forrest W.*

**Emerging Professional Identities: Attitude Changes of Secondary Education Student Teachers.**

Pub Date-8 Feb 80
Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Anxiety, *Changing Attitudes, Individual Development, *Self Concept, *Student Teachers, *Teacher Attitudes, Teacher Behavior, Teaching Experience, *Teaching Styles

The relationship between the student teaching experience and attitude changes was investigated. Twenty-six student teachers and 41 control-group students responded to a Teaching Attitude Questionnaire both before and after field experience. This questionnaire assessed attitudes toward teaching, levels of anxiety, and imagined feelings as a teacher. An analysis of the resulting data is presented. Findings indicated that, while student teachers become more professionally confident, they do so through developing styles of teaching that tend to be more self-concealing, restrictive, and custodial. A copy of the questionnaire used in the study is appended. (Author/JD)

ED 183 520 SP 015 615

*Johnson, Charles E. And Others*

**An Investigation of the Legal Validity of the Teacher Performance Assessment Instruments: A Summary.**

Georgia Univ., Athens. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date-78

Note-56p.; For related documents, see SP 015 610, SP 015 612-613, SP 015 617.

Pub Type- Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Beginning Teachers, *Court Litigation, *Due Process, *Equal Protection, *Evaluation Methods, *Occupational Tests, *Teacher Certification, Teacher Employment

Investigations into the legal validity of the content and procedures proposed in the Teacher Performance Assessment Instruments (TPAI) and allied materials for use in certifying Georgia's beginning teachers are reported. TPAI was designed to determine how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching. The report focuses upon a survey of reference materials requisite to a preliminary understanding of potential legal problems arising when the proposed assessment system and materials are eventually implemented officially by the State Department of Education. Thirty-two court cases dealing with due process and equal protection in reference to teacher assessment are cited and discussed in tabular format. A summary of findings from this survey of litigation is presented. (JD)

ED 183 546 SP 015 756

**Staff Development of Educational Personnel. The West Virginia Plan. A Systematic Program of Continuing Education.**

West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 79
Contract-300-78-0066
Note-63p.; For related documents see SP 015 723, SP 015 757.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Governance, *Inservice Teacher Education, Needs Assessment, Program Budgeting, *Program Development, Program Evaluation, Program Planning, *Staff Improvement, *Statewide Planning
Identifiers-Four States Project, *West Virginia

This document explains the West Virginia system of continuing education, describes the role of West Virginia in the Four State Project for staff development, and provides a list of resource documents available in the West Virginia Department of Education. In the first section an abstract of the program is presented along with a discussion of the chronological development of the program and its current status. In the second section, the contributions of West Virginia to the Four State Project are discussed and a description is given of the West Virginia Program as it fits into the project framework. Resources and the agencies responsible for them are listed in the third section. A design for program implementation is appended. (JD)

ED 183 547 SP 015 757

**A Framework for Planning Statewide Staff Development to Enhance Student Learning.**

West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 79
Contract-300-78-0066
Note-93p.; For related documents see SP 015 723, SP 015 756.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Academic Achievement, *Educational Finance, Inservice Teacher Education, Needs Assessment, Professional Development, Program Costs, *Program Development, *Program Planning, School Personnel, *Staff Improvement, *Statewide Planning
Identifiers-*Four States Project

This document presents a framework for planning a statewide program for staff development of education personnel. It is primarily intended for use by state department of education personnel. There are three sections. The first gives a perspective on statewide staff development, problems involved in planning, and the issues to be considered, such as the differing roles and responsibilities of staff, the focus of the development program, and funding. In the second section guidelines are presented for forming planning teams. The last section gives detailed information on developing a statewide plan, identifies the successive phases of planning, and presents the seven generic components of a statewide plan for staff development. A bibliography is appended along with the information collection worksheets and questions used in developing this framework. (JD)

ED 183 545 SP 015 748

**Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-IR&DT-79-7
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note-145p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-768.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Coping, *Discipline, Elementary Education, Inservice Teacher Education, Program Design, Program Development, *Program Evaluation, *Student Behavior, Teacher Behavior, Teaching Models, Teaching Techniques, Trainees, *Training Techniques
Identifiers-*Disruptive Behavior

This report, final in a series of seven, describes the training model developed from a research project addressing the problem of coping with disruptive behavior in the classroom. A detailed description is given of the activities undertaken by an inservice class. A preliminary evaluation of the impact of the class upon participants is presented. There are four major sections: The evolution of the training/development design, activities occupying the ten sessions of the inservice program, and two sections evaluating the activities and implications for future replications. Samples of the instruments, materials, and data displays used in this program are appended. (JD)

ED 183 544 SP 015 743

*Andrews, Theodore And Others*
**Description of CMTI. Volume I.**
Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Feb 78
Contract-300-76-0156
Note-165p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Evaluation Methods, *Inservice Teacher Education, Interpersonal Relationship, Multicultural Education, *Participant Characteristics, *Participant Satisfaction, *Program Evaluation, *Summer Institutes, Training Objectives
Identifiers-Teacher Corps

This report is the first of two volumes concerning the 1977 Teacher Corps Corps Member Training Institute (CMTI). Volume I is a description of CMTI as it occurred; Volume II is an analysis of the data. The information is divided into six general catagories: 1) a profile and description of the participants in the summer institute; 2) a discussion of the various modes and organizational concepts of the institute, and the degree of application those concepts enjoyed in relation to schools, commuqities, and multicultural settings emphasized by the CMTI; 3) the impact of CMTI on the participants' organizational concepts, perspectives on multiculturalism, and general outlook; 4) a chronicle of the interpersonal relationships which evolved during the institute; 5) the participants' assessment of the CMTI experience; ; and 6) the impact of CMTI on participants' local projects. (LH)

ED 183 569 TM 010 024

*Wilson, Kenneth M.*

**The Validation of GRE Scores as Predictors of First-Year Performance in Graduate Study: Report of the GRE Cooperative Validity Studies Project. GRE Board Research Report GREB No. 75-8R.**

Educational Testing Service, Princeton, N.J.
Spons Agency-Graduate Record Examinations Board, Princeton, N.J.
Report NO.-GREB-75-8R
Pub Date-Jun 79
Note-163p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Academic Achievement, *College Entrance Examinations, Departments, Females, Foreign Students, *Grade Point Average, *Graduate Study, Higher Education, Interagency Cooperation, Minority Groups, Models, *Predictive Ability (Testing), *Predictive Validity, Predictor Variables, Research Projects, Testing Programs, Undergraduate Study, Weighted Scores
Identifiers-*Graduate Record Examinations, GRE Cooperative Validity Studies Project

The Graduate Record Examinations (GRE) Cooperative Validity Studies Project began in 1975 to fill the need for cooperation between graduate schools and testing agencies and for graduate level validity studies. More than 150 data sets from the 39 participating schools, representing over 19 fields of study, were analyzed. The data confirmed earlier studies which supported the correlational validity for GRE Aptitude and Advanced tests and uqdergraduate grade point average (GPA) with the grade point averages of first-time, full-time graduate students. Findings indicated recurring problems which must be solved in graduate-level validity studies: small samples, unstable weighting, range restriction, and criterion selection. However, it was determined that basic validity studies can be conducted, despite these problems. Limited evidence was also provided for the validity of GRE tests for females, minorities, and foreign students. It was concluded that recurring participation in these kinds of studies is more important in graduate programs with small departmental samples as units of analysis than in programs with large entering classes. (Selected findings, survey instruments, and a list of participating schools are appended.) (CP)

ED 183 570 TM 010 027

*Forsyth, Robert*

**Readability Levels of the Reading Passages in the ITED: Final Report. Iowa Testing Programs Research Report. Number 6.**

Iowa Testing Programs, Iowa City.
Pub Date-May 76
Note-45p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Achievement Tests, *Content Reading, Literature, Natural Sciences, Readability, *Readability Formulas, Reading Comprehension, *Reading Level, Reading Tests, Secondary Education, Social Sciences
Identifiers-*Iowa Tests of Educational Development

The readability level of passages from three subtests of the Iowa Tests of Educational Development (ITED), Forms X-6 and Y-6, were compared with the readability level of passages selected from the Des Moines Resister, Reader's Digest, Time, Newsweek, Saturday Review, and 18 high school textbooks from the fields of social studies, science, and language arts and literature. The three ITED subtests analyzed were Concepts and Reading Materials in the Social Sciences, Background and Reading Materials in the Natural Sciences, and Literary Materials. Four readability formulas were used to determine the readability levels: the Dale-Chall formula, the Flesch formula, Gunning's FOG Index of Readability, and McLaughlin's SMOG Readability Index. Results indicated that the readability levels of the passages in the ITED social studies, science, and literary subtests were comparable to materials which high school students are likely to encounter both in and out of the classroom. (BW)

ED 183 568 TM 010 014

*Yen, Wendy M.*

**Using Simulation Results When Choosing a Latent-Trait Model.**

Pub Date-25 Sep 79
Note-24p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Achievement Tests, Correlation, Goodness of Fit, *Item Analysis, Junior High Schools, *Mathematical Models, Multiple Choice Tests, Psychometrics, *Simulation, Statistical Analysis, Statistical Bias, Test Items, *Test Results
Identifiers-Comprehensive Tests of Basic Skills, *Latent Trait Models, Rasch Model, *Test Analysis, Three Parameter Model, Two Parameter Model

Three test-analysis models were used to analyze three types of simulated test score data plus the results of eight achievement tests. Chi-square goodness-of-fit statistics were used to evaluate the appropriateness of the models to the four kinds of data. Data were generated to simulate the responses of 1,000 students to 36 pseudo-items by procedures assuming a three-parameter, a two-parameter, and a one-parameter model. These three sets of pseudo-responses plus the data from eight achievement tests given to seventh and eighth grade children were analyzed by the three methods. The three-parameter logistic model provided the best fit in most instances. Ability estimates based on the two-parameter and the three-parameter models had a curvilinear relationship. The two-parameter estimation of item discriminating power was unacceptable, being strongly affected by the item's difficulty level. Data for the eight actual multiple-choice tests were most consistent with the three-parameter model. (CTM)

ED 183 493 SO 012 432

**An Ethnic Studies Guide and Resources Manual for the Carolinas: Final Report.**

Save the Children, Albuquerque, N. Mex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Report No.--549AH70338
Pub Date-20 Feb 79
Grant-G007700979
Note-26p.; For related document, see SO 012 433. Not available from EDRS in paper copy due to light and broken print type throughout original document.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Advisory Committees, *Cultural Awareness, *Educational Objectives, Ethnic Groups, *Ethnic Studies, Juqior High Schools, Material Development, *Program Development, *Program Evaluation, School Community Cooperation, Secondary Education, Workshops

This final report describes a project to create an ethnic studies guide and resource manual for intermediate grades in the Carolinas. The report presents goals, activities of workshops, the calendar of activities and events, and describes development of the manual and resource unit. Goals included sensitizing educators to the needs of students from various ethnic backgrounds, compiling a list of resource materials for studying ethnic groups in the Carolinas, developing appreciation of the contributions of American Indians, and promoting cultural awareness, self-identity, and ethnic pride among the Indian people of the Carolinas. Although the project experienced difficulties in recruiting and maintaining participants from the Indian community, workshops were held to train facilitators and to develop the manual. The guide includes a cultural-historical summary of individual ethnic groups, annotated lists of resources for teachers and students, and sample learning activities. The resource unit contains a diorama, suitcase displays, artifacts, and audiovisual materials. A program evaluation concludes the report and indicates that while the goals were met, they could have been accomplished more efficiently through coordination and full-time employment for persons working on projects. (KC)

ED 183 519 SP 015 613

*Capie, William And Others*

**Teacher Performance Assessment Instruments: A Handbook of Training Activities.**

Georgia Univ., Athens. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date-79
Note-168p.; For related documents, see SP 015 610, SP 015 612, SP 015 615, SP 015 617.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Effective Teaching, *Evaluation Methods, Instructional Materials, *Interaction Process Analysis, *Interpersonal Competence, Occupational Tests, *Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Certification, Teacher Evaluation

The Teacher Performance Assessment Instruments (TPAI) were designed to determine how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching. This manual is designed for use by data collectors and others during training on the administration of the TPAI instruments. It may also be used as a reference during an actual assessment. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing data collected during an assessment. (JD)

ED 183 518 SP 015 610

*Capie, William And Others*

**Teacher Performance Assessment Instruments.**

Georgia Univ., Athens. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date-79

Note-80p.; For related documents, see SP 015 612-613, SP 015 615, SP 015 617. Not available in paper copy due to poor reproducibility.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Effective Teaching, *Interaction Process Analysis, *Interpersonal Competence, *Media Selection, Occupational Tests, *Student Evaluation of Teacher Performance, *Teacher Behavior, Teacher Certification, *Teacher Evaluation

The Teacher Performance Assessment Instruments (TPAI), designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching, are reproduced in this document. The five evaluating instruments used are: (1) teaching plans and materials; (2) classroom procedures; (3) interpersonal skills; (4) professional standards; and (5) student perceptions. Each instrument is prefaced by a description of its purpose and conditions for use. The competencies to be demonstrated in each instrument are set forth. Procedures for processing and reporting data derived from an assessment are included. (JD)

ED 183 543 SP 015 738

**Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. The Formal Research Study.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-IR&DT-79-2
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note-248p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 748, SP 015 766-768. Best copy available.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-Class Management, Classroom Observation Techniques, *Coping, Data Collection, *Discipline, *Research Design, *Research Methodology, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Models
Identifiers-*Disruptive Behavior

This report, second in a series of seven, addresses the question, What events disrupt classroom instruction and what are the most effective techniques teachers use to cope with these disruptions?'' This report is a formal presentation of the research. The methodology of the study is delineated, the participants (teachers and observers) are described, and the general data collection procedures which were used are summarized. Comments regarding the nature of the data sources, and a description of the training of observers are also provided. General descriptive information relative to distractions, coping techniques, and distraction-coping linkages is provided. A model emerging from this research is discussed and general conclusions of the study are presented. (JD)

*Yen, Wendy M.*

**The Extent, Causes, and Importance of Context Effects on Item Parameters for Two Latent-Trait Models.**

CTB / McGraw-Hill, Monterey, Calif.
Pub Date-Nov 79
Note-43p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Achievement Tests, *Context Clues, *Elementary School Mathematics, Grade 4, Grade 6, Intermediate Grades, *Item Analysis, Item Banks, Mathematical Models, *Reading Comprehension, Reading Tests, Statistical Analysis, Student Testing, Test Items
Identifiers-*California Achievement Tests, *Latent Trait Models, One Parameter Model, Rasch Model, Test Analysis, Three Parameter Model

The extent, causes, and importance of context effects on item parameters for one- and three-parameter latent-trait models were examined. Items were taken from the California Achievement Tests Reading Comprehension and Mathematics Concepts and Applications subtests. The reading items were administered to 1,678 fourth-grade students, and the mathematics items were administered to 1,812 sixth-grade students. Context effects were measured by comparing the stabilities of item parameters obtained in the same context with the stabilities of parameters obtained in different contexts. Stability of item parameters was determined by testing the students twice with the same items. Changes in context were produced by changing the order of the items for the second test administration. Changes in context usually had substantial effects on the item parameters of both models, and to some extent these context effects appeared to be the result of the items' positions in the test booklets. Context effects appeared more important in item calibration than in item selection and in making predictions for single items than in making predictions or obtaining trait estimates with groups of items. (Author/MH)

## ED 183 587 TM 010 106

*Stewart, Bruce L.*

**Teaching Logic in Grades 7-12: A Literature Review. Critical Thinking Reports Number 1.**

Illinois Univ., Urbana. Bureau of Educational Research.
Pub Date-78
Note-41p.; For related document, see TM 010 107
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, Cognitive Tests, Critical Thinking, *Deductive Methods, *Effective Teaching, Literature Reviews, *Logic, Secondary Education, Teaching Methods

Literature on teaching deductive logic in grades 7 through 12 is reviewed. The fourteen studies included in the review are presented in tabular form. For each study, the following information is given: (1) author, date, student grade; (2) logical principles taught; (3) success claimed for the method; (4) experimental design; (5) criterion measure; (6) strengths of the teaching methods; and (7) weaknesses. In addition, summaries and reviews of the cited studies are appended. (MH)

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## ED 183 588 TM 010 107

*Stewart, Bruce L.*

**Testing for Critical Thinking: A Review of the Resources. Rational Thinking Reports Number 2.**

Illinois Univ., Urbana. Bureau of Educational Research.
Pub Date-79
Note-148p.; For related document, see TM 010 106
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Cognitive Tests, *Critical Thinking, Test Construction, Test Reliability, *Test Reviews, Test Validity
Identifiers-Test Bibliographies

Tests for assessing critical thinking skills or abilities are reviewed in order to: (1) compare various measures and provide a critical review of each instrument; (2) encourage researchers to refine them; and (3) identify problems in measuring critical thinking by analyzing weaknesses in the tests. The publication is divided into two sections: a general discussion of the similarities and differences among the tests; and a review of each test discussed in the text, as well as a number of others not specifically mentioned. Information included as part of each test review consists of: test title, author, year of publication, and most recent edition; test description; sample test item; reliability and validity information; availability; comments; references to additional sources of information; and references to specific test citations. (MH)

ED 183 589 TM 010 108

*Tomko, Thomas N. Ennis, Robert H.*

**Evaluation of Informal Logic Competence. Rational Thinking Reports Number 3.**

Illinois Univ., Urbana. Bureau of Educational Research.
Pub Date-79
Note-55p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Cognitive Tests, Criterion Referenced Tests, *Critical Thinking, Evaluation Methods, *Logical Thinking, Norm Referenced Tests, State of the Art Reviews, *Student Testing, *Test Construction, Test Reliability, *Test Reviews, *Test Selection, Test Validity
Identifiers-Cornell Critical Thinking Test, Watson Glaser Critical Thinking Appraisal

A discussion of evaluating informal logic competence centers on the identification of currently available tests and on a description of test theory, to aid in test selection. The following concepts in test theory are discussed: norm-referenced and criterion-referenced tests, true scores, reliability, validity, test selection and evaluation, test construction, and test format. The use of tests to assess student performance and in various experimental designs is also explained, as well as responsive evaluation, semi-structured evaluation, surveys and questionnaires, and longitudinal follow-up studies. (MH)

ED 183 590 TM 010 109

*Norris, Stephen P.*

**The Dependability of Observation Statements. Rational Thinking Reports Number 4.**

Illinois Univ., Urbana. Bureau of Educational Research.
Pub Date-79
Note-64p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Credibility, Critical Thinking, *Evaluation Criteria, *Observation, Reliability, Reports, Research Methodology, Research Skills, Scientific Methodology, Theories

Observation statements are characterized as being: (1) dependent upon the human senses or other sensory apparatus; (2) specific descriptions' (3) made by speakers who offer as the primary support for their statements the events or things which stimulated their making the statements; (4) used as the foundations for knowledge; and (5) easily believed by experts in the field in question. Thirty criteria or principles for critically judging the reliability of such statements are presented. First, observation statements are more reliable than the inferences based upon them. Second, certain observer characteristics affect reliability: emotionality; alertness, conflict of interest; skill with thing observed; theoretical understanding; normal senses; reputation; precision; skill with observation technique; and bias. Third, characteristics of the observation condition affect reliability: the instrument precision; quality; condition; range of application; and ease of understanding. Finally, reliability of the observation statement depends upon characteristics of the statement itself: commitment of speaker; corroboration or documentation; precision; fit into body of knowledge; and basis upon record. The statement should be made and believed by the observer, close to the time of observation. These criteria provide theoretical support for a test or curriculum on judging the reliability of observation statements. (CP)

ED 183 474 SO 012 412

*Martinson, Tom L.*

**Interrelationships Between Landscape Art and Geography in Latin America: First Response to a Challenge.**

Pub Date-79

Note-14p.; Not available from EDRS in paper copy due to light print type throughout original

Pub Type- Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Art, Art Appreciation, Educational Objectives, Environmental Education, *Geography Instruction, Interdisciplinary Approach, Literature Reviews, Research Needs, *Spatial Relationship, Teaching Methods, *Visual Learning, Visual Stimuli

Interrelationships between geography and art are explored and ways of integrating an appreciation of landscape art in Latin America into geography instruction are suggested. That geographers have long recognized the usefulness of landscape painting in the study of places is exemplified by the remark by geographer John Leighly in 1937 that art provides the largest body of instructive material available to the student of cultural landscapes.'' Within the Latin American context, the potential for helping students appreciate geography through landscape art is particularly strong because the environment is dramatic and extremely varied and because there is a long tradition of describing life and scenery in Latin America through art and literature. In 1804, Alexander Von Humboldt produced 30 volumes of reportorial and field studies on Latin America. He maintained, however, that a truer vision of Latin America could be presented through art. European artists who were inspired by Humboldt and other geographers and adventurers to paint landscapes of Latin America include Ferdinand Bellermann, Edward Hildebrandt, and Johann Moritz Rugendas. The conclusion is, as stated by geographer Ronald Rees in 1973, landscape paintings, if cautiously interpreted, are an invaluable source for the historical geographer, and one that ought to be tapped more consistently.'' (Author/DB)

*Levermann, Thomas W.*

**RCA-Relationships to Geographic Education.**

Soil Conservation Service (DOA), Washington, D.C.
Pub Date-2 Nov 79
Note-11p.; Paper presented at National Council for Geographic Education (Mexico City, Mexico, November 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Agriculture, *Citizen Participation, *Conservation (Environment), Futures (of Society), *Geography Instruction, Legislation, *Natural Resources, Secondary Education, Soil Conservation, *Teaching Methods, Water Resources
Identifiers-Soil and Water Resources Conservation Act

The paper discusses the Soil and Water Resources Conservation Act (RCA) and suggests how high school geography teachers can incorporate an understanding of RCA into the curriculum. The RCA, also known as Public Law 95-192, was passed by Congress in 1977 for the purpose of allowing the Department of Agriculture to appraise the nation's nonfederal soil, water, and related resources; evaluate the effectiveness of ongoing conservation programs; and develop a comprehensive program or strategy to guide future conservation efforts. Major activities undertaken to date to fulfill the requirements of the Act include development and publication of four RCA documents relating to RCA background and operations, encouragement of public participation, evaluation of public attitudes about the RCA process, and recommendation to the Congress by the President of a soil and water conservation program. Ways in which geography educators can incorporate information about RCA in their conservation courses include directing students to analyze RCA reference materials; predicting the impact of various conservation programs on society based on RCA data; participating in conservation processes on state, local, and national levels; and modelling classroom activities on RCA activities and objectives. (DB)

*Skjervold, Christian K. Tipple, Bruce*

**Minneapolis Multi-Ethnic Curriculum Project. Unit Overviews.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-65p.; For related documents, see ED 171 594, SO 012 415-423; Not available from EDRS in paper copy due to small print of original document
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Acculturation, Cultural Pluralism, *Educational Objectives, *Ethnic Groups, Ethnicity, *Ethnic Studies, Family (Sociological Unit), Immigrants, Individual Power, *Learning Activities, Migration, *Multicultural Education, Political Power, Program Descriptions, Secondary Education, Social Discrimination

Identifiers-Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The document presents unit overviews describing activities in the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into seven sections, each relating to a specific topic. Sections are entitled ethnicity, migration, acculturation, ethnic enclaves, family, prejudice/discrimination, and power. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, and a list of needed materials. The introduction briefly describes what the students do. Topics covered include values and behavior, celebrations and ceremonies, various ethnic groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities include suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Other components of the project are presented in SO 012 415-423. (CK)

ED 183 472 SO 012 410

*Vernez, Georges*

**Notes on Alternative Conceptions of Equity.**

Rand Corp., Santa Monica, Calif.

Pub Date-Oct 78

Note-26p.; Prepared for presentation in the lecture series Equity in the City,'' Columbia University, Continuing Education Program, 1976

Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($3.00)

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Beliefs, Delivery Systems, Economic Disadvantagement, Equal Facilities, Equalization Aid, *Evaluation Criteria, Government Role, Literature Reviews, *Needs Assessment, Planning, Policy, Public Opinion, *Public Policy, *Resource Allocations, Social Attitudes, Social Disadvantagement, Socially Disadvantaged, Tax Allocation, *Theories

Five interpretations of equity are examined as they relate to the distribution of public goods and services. The first principle, utilitarianism, maintains that individuals are free to pursue their own interests and are rewarded according to contributions. The second principle, needs, is the basis of communist societies in which each gives according to ability and receives according to needs. Egalitarianism, the third principle, suggests that social inequality will be eliminated if each person receives an equal share of goods and services. The fourth principle, contentment, is based on the extent to which people are satisfied or dissatisfied with goods and services they receive. The final principle, the maximum criterion, suggests that the objective of public policy is to improve the share of the least advantaged members of society. Throughout the paper, emphasis is placed on the philosophical underpinnings of each principle, strengths and weaknesses when used as a guide to designing public policy, and social and economic inequalities which result from policies based on each principle. The conclusion is that policy makers apply these equity conceptions in a deliberately fuzzy manner because to do so enables them to hold down costs and to reverse distributive measures when costs are perceived as excessive. (DB)

ED 183 473 SO 012 411

*Featherman, David L.*

**Implications of the Socioeconomic Life Cycle for a Life-Span Conception of Adult Human Development.**

Wisconsin Univ., Madison. Center for Demography and Ecology.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md. Behavioral Sciences Research Branch.
Pub Date-Sep 79
Grant-32MH14581-03
Note-13p.; Plenary presentation at the Congress of the International Society for the Study of Behavioral Development (5th, Luqd, Sweden, August 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Adults, Age Groups, Behavioral Science Research, *Education Work Relationship, Elementary Secondary Education, Higher Education, *Human Development, Literature Reviews, Social Class, Social Mobility, *Social Science Research, Sociology
Identifiers-*Life Cycles

Behavioral development among adults is viewed from a life-span perspective. Derived from sociological literature, a life-span perspective is interpreted as a conceptualization of achievement associated with success and failure in school and in the world of work. Remarks are organized around the question of whether achievement in adults' world of work can be foretold in the scholastic achievement of childhood and adolescence. Data are taken from research on social inequality and mobility. The most pertinent concerns in that literature are to describe and explain the processes that allocate people to hierarchically ranked social positions throughout their lives. Patterns of continuity and discontinuity from one generation to another, one individual to another, and with regard to one individual across the life span are indicated by many factors including IQ tests, peer recognition, earnings, occupational status, and social standing. Findings from a review of recent literature by sociologists including O.D. Duncan, G.H. Elder, D.L. Featherman, R.A. Van Dusen, and H. Winsborough indicate that there is an overall trend toward greater continuity between the scholastic achievement of youth and the occupational and economic attainments of adults. Additional research is suggested on the sequence of institutional contexts the home, school, and work/economy in which achievement behavior takes place across the life cycle. (DB)

ED 183 492 SO 012 431

*Anderson, Gerald D. Olson, David B.*

**Transcript of Audio Narrative Portion of: Scandinavian Heritage. A Set of Five Audio-Visual Film Strip/Cassette Presentations.**

Moorhead State Univ., Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-42p.; For related documents, see SO 012 429-430

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Acculturation, American Culture, Cultural Awareness, Cultural Background, Cultural Differences, *Cultural Education, *Ethnic Groups, *Ethnic Studies, Immigrants, Oral History, *Primary Sources, Secondary Education, Social History, Social Influences, Tape Recordings

Identifiers-Ethnic Heritage Studies Program Act, Scandinavia, Scandinavians Scandinavian Heritage Project

The document presents the transcript of the audio narrative portion of approximately 100 interviews with first and second generation Scandinavian immigrants to the United States. The document is intended for use by secondary school classroom teachers as they develop and implement educational programs related to the Scandinavian heritage in America. The interviews are presented in five chapters emigration/immigration from Scandinavia, rural Scandinavian settlements, urban Scandinavian settlements, Scandinavian acculturation and assimilation, and Scandinavian ethnic retention. For each topic, experiences, impressions, recollections, and anecdotes are presented in the words of individuals who participated in the Scandinavian experience in America. Data is presented in the actual words of those interviewed. In addition, bridging narration and background information is presented on Scandinavian settlement in general and on the speakers and their families in particular. Emphasis throughout the transcript is on individual perceptions rather than historical accuracy. (DB)

ED 183 491 SO 012 430

*Simonsen, Reidar G.*
**Introduction to Svenska.**
Moorhead State Univ., Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-27p.; For related documents, see SO 012 429 and 431; Not available from EDRS in paper copy due to fading ink
Language-Swedish
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cultural Background, *Cultural Education, Cultural Traits, *Ethnic Studies, *Language Arts, *Language Instruction, Language Patterns, Language Usage, Secondary Education, Second Language Learning, *Swedish
Identifiers-Ethnic Heritage Studies Program Act, Scandinavian Heritage Project, *Swedish Speaking

This Swedish language unit is intended to introduce high school students in the United States to modern spoken Swedish and to Swedish culture. The document is presented in 18 chapters. Topics include greetings, family, daily life, conversational openers, the alphabet, ordering food in a restaurant, football, sports, skiing, politics, travels, and telling time. For each topic, fill in and short answer exercises are presented to reinforce student comprehension of basic vocabulary words. To develop each topic, various formats are used including simple sentences, questions, and dialogues. Charts, illustrations, and a Swedish/English vocabulary list are also included. After participating in the Swedish language unit, students should have mastered the use of commonly used idioms and a limited vocabulary. In addition, the developer feels that exposure to the unit will help students appreciate Swedish heritage. (DB)

ED 183 515 SP 015 589

*Landers, Barbara*

**The Physical Activity Specialist's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.**

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date- 78

Contract-300-76-0456

Note-307p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors-Educational Facilities, Elementary Secondary Education, *Equal Education, *Inservice Teacher Education, Instructional Materials, Learning Modules, Legal Responsibility, *Physical Education, *Program Development, Sex Discrimination, *Sex Stereotypes, Staff Role, Teacher Workshops, Validated Programs, Womens Athletics

Identifiers-*Title IX Education Amendments 1972

This workshop package provides training session outlines and materials for a workshop sequence on Title IX and sex equity in physical education. Three of these sessions are designed to provide general information and experiences relevant to all participants attending the workshop. The other two sessions, called Application Sessions,'' are designed to provide specialized information and experiences to persons of different professional roles and responsibilities. These application sessions deal with the legal requirements of Title IX and the need for change, and with analyzing existing conditions and planning athletic programs to conform to legal responsibilities. (JD)

ED 183 516 SP 015 591

*Rothe, J. Peter*

**The Clinical Supervisor as Stranger: A Critical Look at Clinical Supervision. Occasional Paper No. 14.**

Alberta Univ., Edmonton. Faculty of Education.
Pub Date-79
Note-26p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Consultants, *Interpersonal Relationship, Role Perception, Self Concept, *Teacher Attitudes, Teacher Evaluation, *Teacher Supervision, Technical Assistance

The appropriateness of the supervisory model used in consulting is considered. Consulting as an activity is a social relationship between the consultant'' (faculty staff) and the consultee'' (teacher). Often the consultant employs the same verbal strategies used by a teacher's supervisors. The difficulties this creates in the personal interaction between the consultant and the teacher are discussed. Evaluation of a teacher's performance is implied by the presence of a consultant in the classroom, thus establishing a superior-inferior relationship. This produces a natural defensiveness and apprehension on the part of the teacher. Suggestions are made for changing attitudes in order to overcome these difficulties. (JD)

*Beach, Don M.*

**Program Evaluation: Research Information for Inservice Recommendations.**

Pub Date-Feb 80
Note-10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, Texas, February, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Curriculum Evaluation, *Data Analysis, *Data Collection, Effective Teaching, *Evaluation Methods, *Inservice Teacher Education, Interviews, *Needs Assessment, Parent Attitudes, Questionnaires, Student Attitudes, *Teacher Attitudes, Teacher Influence, Teaching Methods

A model of curriculum evaluation for determining topics of inservice programs is described. Two basic assumptions are made: education is what pupils perceive is happening to them because they attend school, and education is what teachers do that influences pupils. Data for evaluation is to be collected by means of questionnaires and interviews with students, teachers, and parents. Interviews are used to provide depth of understanding while questionnaires provided breadth. Methods for analyzing collected data are discussed and a sample questionnaire is appended. (JD)

ED 183 542 SP 015 736

**Coping With Classroom Distractions. The Evolution of the Study. Perspective.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-IR&DT-79-1
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note-131p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735, SP 015 738, SP 015 748, SP 015 766-768.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Class Management, Classroom Observation Techniques, Classroom Techniques, *Coping, Data Collection, Data Processing, *Discipline, Educational Research, Program Development, *Research Design, Research Projects, Student Behavior, Teacher Behavior
Identifiers-*Disruptive Behavior

This report, first in a series of seven, addressed the question, What events disrupt classroom instruction and what are the most effective techniques teachers use to cope with these distractions?'' This report describes the events which occurred in the evolution of the research study. The major sections are: (1) selection of the participants and orientation activities; (2) identification of the research question; (3) development of the research design; (4) data collection activities; (5) intervention sessions; (6) data reduction activities; (7) report writing; and (8) tentative conclusions. Appended are the initial workscope, the preliminary classification system, coping technique classification system, and the final workscope. (JD)

ED 183 541 SP 015 735

**Coping With Classroom Distractions. Teachers D&Z Perspective. Third & Fourth Grade Classrooms. Open Environments.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-IR&DT-79-6

Pub Date-79

Contract-NE-C-00-3-0108

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Note-77p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 736, SP 015 738, SP 015 748, SP 015 766-768.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Case Studies, Class Management, *Coping, *Discipline, Educational Anthropology, Educational Research, Elementary Education, *Grade 3, *Grade 4, Open Plan Schools, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles

Identifiers-*Disruptive Behavior

This study, sixth in a series of seven, was written by one third grade and one fourth grade teacher from different open plan schools. The instructional environments of each neighborhood, school, and classroom as well as the characteristics of the teachers and their pupils are described. The types of distractions encountered by the teachers are described and a discussion is presented on coping techniques used by the teachers and their comparative effectiveness. Included in the appendices are the distraction classification system, the coping technique classification system, a sample of the teacher's daily response form, a quantitative checklist, and samples of ethnographic notes. (JD)

ED 183 565 TM 010 007

*Steinmetz, Andres*

**The Discrepancy Evaluation Model. II. The Application of the DEM to an Educational Program.**

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-76
Note-7p.; For related document, see TM 010 009
Available from-National Council on Measurement in Education, 1126 16th Street N.W., Washington, DC 20036 ($1.50)
Journal Cit-NCME Measurement in Education; v7 n2 Spr 1976
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Data Collection, Differences, Evaluation Criteria, *Evaluation Methods, Higher Education, *Input Output Analysis, Inservice Teacher Education, Models, Objectives, Performance, *Program Evaluation, Program Planning, Standards
Identifiers-*Discrepancy Evaluation Model

The discrepancy evaluation model (DEM) specifies that evaluation consists of comparing performance with a standard, yielding discrepancy information. DEM is applied to programs in order to improve the program by making standards performance-discrepancy cycles explicit and public. Action-oriented planning is involved in creating standards; a useful way to accomplish this is to analyze each of the components and subcomponents of the program, and then to subject the subcomponents to an input-output analysis. A design evaluation'' should also be undertaken to judge the adequacy of program intentions. Programs plans may serve as the basis for the DEM's standards; process evaluation determines whether and how well planned activities are carried out; and outcome evaluation determines the extent to which planned outcomes (both subobjectives and terminal or final objectives) are achieved. Invariably, priorities must be set from the initial list of planning objectives, and the evaluator will not study planning objectives unless a standard exists for evaluating them. (DEM is briefly applied to an evaluation of a teacher inservice education program as an example, and a chart is provided to summarize data collection planning). (GDS)

ED 183 566 TM 010 009

*Steinmetz, Andres*

**The Discrepancy Evaluation Model. I. Basic Tenets of the Model.**

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-76
Note-8p.; For related document, see TM 010 007
Available from-National Council on Measurement in Education, 1126 16th Street N.W., Washington, DC 20036 ($1.50)
Journal Cit-NCME Measurement in Education; v7 n1 Win 1976
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Differences, Evaluation Criteria, *Evaluation Methods, Evaluators, Machine Repairmen, *Models, Objectives, *Performance, Program Evaluation, Staff Role, *Standards
Identifiers-*Discrepancy Evaluation Model, Motorcycles

The basic principles of the discrepancy evaluation model (DEM), developed by Malcolm Provus, are presented. The three concepts which are essential to DEM are defined: (1) the standard is a description of how something should be; (2) performance measures are used to find out the actual characteristics of the object being evaluated; and (3) the comparison of standard and actual performance yields discrepancy information, which may be used to make judgments about the object's worth, based upon the differences between standard and performance. An extensive example is presented which describes the processes used by a mechanic to judge the condition of a motorcycle. The role of the evaluator in evaluating social and educational programs is then discussed in terms of the client's responsibility for setting standards, the difficulty in specifying standards, the acceptability of objectives, and the goal of program improvement. (GDC)

*Bryce, Jennifer*

**ACER and University of Melbourne Music Evaluation Kit. Handbook and Report.**

Australian Council for Educational Research, Hawthorn.

Pub Date-79

Note-216p.

Available from-Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria 3122, Australia ($10.00)

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Auditory Discrimination, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Design, Diagnostic Tests, *Educational Diagnosis, Educational Testing, Foreign Countries, Junior High Schools, Musical Instruments, *Music Education, Test Construction, Test Reliability, Test Validity

Identifiers-Australia, *Music Ability, *Music Evaluation Kit, Test Manuals

The Melbourne Music Evaluation Kit (MEK) was designed to aid teachers of first-year secondary-school music classes to select appropriate curriculum materials related to the music backgrounds of class members, as indicated by scores on the kit. Tests included in the kit are criterion- referenced and are used as a diagnostic tool to measure students' pitch discrimination, discrimination in length of sounds, volume discrimination, tone color discrimination, pattern recognition, recognition of instruments and instrument groups, and knowledge of musical signs and symbols. In developing MEK, some of the behavioral objectives formulated by a panel of experts were used as a basis for constructing test items. Reliability and validity data are given, as well as a summary of user responses to a questionnaire. (The questionnaire used to evaluate MEK, item analysis data and the music teaching objectives for the Experimental Teaching Project are among the appendices). (MH)

ED 183 586 TM 010 105

*Burry, James*

**Evaluation in Bilingual Education. Desegregation and the Rights of Hispanic Students: the Los Angeles Case.**

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date-Oct 79
Note-21p.
Journal Cit-Evaluation Comment; v6 n1 Oct 1979
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Bilingual Education, *Bilingual Students, Bilingual Teachers, Elementary Secondary Education, English (Second Language), *Evaluation Needs, Evaluators, Federal Legislation, Integration Litigation, Integration Methods, Literature Reviews, Program Development, *Program Evaluation, *Spanish Americans, State Legislation, *Student Rights, Teacher Shortage, Training Objectives
Identifiers-California (Los Angeles)

Two topics are discussed in this publication: evaluation needs in bilingual education, and desegregation and the rights of Hispanic students. Evaluation needs in bilingual education were identified from three sources; a review of federal and state legislation for the design and evaluation of bilingual education, including program implementation and evaluation; a literature review of bilingual education evaluation, including testing problems and design problems; and a survey of bilingual education administrators on evaluation practices and training needs. The following topics are discussed in the article on desegregation and the rights of Hispanic students: an overview of desegregation litigation in Los Angeles; linguistic needs of limited-English speaking students in Los Angeles; the conflict between a desegregation plan and provision of bilingual education programs; the establishment of a critical mass of bilingual students; availability of teachers; curricular planning and corrdination; and Anglo participation in bilingual programs. (MH)

ED 183 470 SO 012 408

*McCarthy, E. Doyle*
**Getting an Inside'': The Role of Objects in Mead's Theory of Self.**
Pub Date-29 Aug 79
Note-18p.; Paper presented at Annual Meeting of the American Sociological Association (74th, Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Developmental Psychology, *Environmental Influences, Human Development, Individual Development, Interaction Process Analysis, *Mental Development, Philosophy, Physical Environment, *Self Concept, Social Science Research, Sociology, Speech Communication, *Theories
Identifiers-Mead (George Herbert)

The paper examines George Herbert Mead's account of the individual's relation to the physical world. Mead (1863-1931) taught social psychology and philosophy at the University of Chicago from 1893-1931 and is best known for his theory of self. This theory maintains that the self is formed in a particular historical context and that it includes self control and personality. Mead's major hypothesis regarding interaction between the individual and the environment is that the individual (the self) is fashioned out of a dynamic process of interaction and confrontation with the environment and other individuals. Mead's account of the individual's cognitive relation to the nonhuman environment has been largely overlooked by researchers. Specific aspects of his theory which should be examined more closely include definition of the self and its environment, the individual's consciousness of itself as a separate entity located in space and time, the discovery of self as a center of activity, and the social and cooperative nature of the self in relation to the physical world. The conclusion is that researchers in social psychology and the sociology of knowledge will expand their understandings of the self if they reexamine Mead's theory of the interrelationship between the social environment and the mental life of the individual. (DB)

ED 183 469 SO 012 403

*Nyhan, Patricia Almeida, Raymond A.*

**Nho Lobo: Folk Tales of the Cape Verdean People. Teacher's Guide.**

American Committee for Cape Verde, Inc., Boston, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-76

Note-32p.; For related documents, see ED 161 773 and ED 137 152

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Cultural Education, Discussion (Teaching Technique), Elementary Education, Ethnic Groups, *Folk Culture, Folklore Books, Learning Activities, *Story Reading, Teaching Guides, *Teaching Techniques

Identifiers-*Cape Verde, Ethnic Heritage Studies Program Act

The teacher's guide presents two Cape Verdean folktales, background information, discussion questions, and activity suggestions for grades 4-6. The objective is to teach students about Cape Verde and its culture through folklore. The guide contains five sections. Section I offers a description of Cape Verdean folklore, describes five ways folklore is useful in a culture, and points out what folklore can tell about a culture. Section II presents background information about Cape Verde and its people. Section III contains the first story, The Biggest Liar,'' in four parts, with instructions for introducing the story and 4-7 discussion questions for each part. Topics relate to content, cultural and geographical implications, and value judgments. The activity asks students to list the attributes of Nho Lobo with substantiation from the story. Section IV presents the second story, Storm Coming.'' The introduction and discussion questions stress Cape Verdean values and speculations as to why these are so. Activity suggestions include acting out the story with different endings, and Americanizing the tale using American characters. The final section compares Cape Verdean and American folklore, particularly animal stories and liar and trickster tales. The student booklet appears in ED 137 152. (CK)

ED 183 489 SO 012 428

*Burns, JoAnn And Others*
**Evaluation of Curriculum Materials for Sexism in Language Arts, Social Studies, and Counseling.**
Indiana Univ., Indianapolis.
Pub Date-79
Note-44p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Career Education, Counseling, Elementary Secondary Education, Females, Language Arts, Males, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Studies, *Textbook Bias, *Textbook Evaluation, Textbook Selection

Results of a workshop to review language arts, social studies, and counseling curriculum materials for sex bias are reported. The workshop, held in Lansing, Michigan in June 1979, consisted of 37 teachers who analyzed content and illustrations for sex discrimination. Evaluations are arranged alphabetically by the publisher of the textbook within the categories of subject matter and level. In elementary language arts, the Ginn 360 Series was rated as severely biased in both content and illustrations, while Harcourt, Brace, Jovanovich and Houghton Mifflin series were rated severely biased in early editions and slightly biased in 1976-79 editions. All secondary language arts texts were rated at least slightly biased. Similarly, materials for elementary and secondary school counseling contained sex and occupational stereotypes. In elementary social studies, three books contained no biases: Self Expression and Conduct,'' The Humanities'' (Harcourt, Brace) and Windows on Our World'' (Houghton Mifflin). Investigating Man's World'' (Scott Foresman) was found to have areas of severe bias. In secondary social studies texts, little or no bias was reported in American Government'' (Prentice Hall). Severe bias was identified in America, Its People and Values, Rise of the American Nation'' (both Harcourt, Brace) and Magruder's American Government'' (Allyn and Bacon). Recommendations, criteria for materials selection in Lansing schools, a bias review checklist, names and schools of participants, and a list of curriculum materials that were reviewed are included. (KC)

ED 183 490 SO 012 429

*Simonsen, Reidar G.*

**Introduction to Norsk.**

Moorhead State Univ., Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-26p.; For related documents, see SO 012 430-431

Language-Norwegian

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Cultural Background, *Cultural Education, Cultural Traits, *Ethnic Studies, *Language Arts, *Language Instruction, Language Patterns, Language Usage, *Norwegian, Secondary Education, Second Language Learning

Identifiers-Ethnic Heritage Studies Program Act, *Norwegian Speaking, Scandinavian Heritage Project

This Norsk language unit is intended to introduce high school students in the United States to modern spoken Norwegian and to Norwegian culture. The document is presented in 18 chapters. Topics include greetings, family, speaking Norwegian, the alphabet, travel in Norway, parts of the country, telling time, pronouns and articles, days of the week, ordering food in a restaurant, sports, football, stamp collecting, skiing, and the Norwegian political system. For each topic, fill in and short answer exercises are presented to reinforce student comprehension of basic vocabulary words. To develop each topic, various formats are used including simple sentences, questions, and dialogues. Charts, illustrations, and a Norwegian/English vocabulary list are also included. After participating in the Norwegian language unit, students should have mastered the use of commonly used idioms and a limited vocabulary. In addition, the developer feels that exposure to the unit will help students appreciate Norwegian heritage. (DB)

ED 183 471 SO 012 409

*Marsh, Sheila Johnson, Comp.*
**U.S. History: A Media Bibliography. Bibliographic Series No. 21.**
California State Univ., Sacramento. Library.
Pub Date-78
Note-34p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Education, *Annotated Bibliographies, Audiotape Recordings, *Audiovisual Aids, Filmstrips, Higher Education, Secondary Education, Slides, *United States History, Videotape Recordings

This annotated bibliography presents a selection of over 60 nonprint media materials relating to U.S. history of the 17th through 20th centuries in the collection of the California State University Library in Sacramento. Materials include filmstrips, audiotapes, slides, and videotapes published between 1956 and 1977. They are divided into three sections: U.S. History; 17th and 18th centuries; 19th century; and 20th century. Topics include American craftsmen, the Revolutionary War, blacks, women, great speeches, songs, pioneers and pioneer life, Abraham Lincoln, immigration, John F. Kennedy, World War II, and Vietnam. Materials of broad interest in the area of U.S. history have not been included: e.g., materials related to political parties, constitutional law, or economic factors. Each annotated entry is listed alphabetically by title, with bibliographic information, type of material, running time when readily available, and color or black and white. The preface states that the annotations are either from guides to the programs or from advertising brochures and do not represent an evaluation of the item by the bibliographer.'' (CK)

ED 183 514 SP 015 561

*Hoffman, Cynthia K.*
**Linker's Guide to the Solution Analysis Series.**
Florida State Dept. of Education, Tallahassee.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0089
Note-15p.; For related documents see SP 015 558-560
Available from-Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.25)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Decision Making, Educational Needs, Needs Assessment, *Organizational Effectiveness, *Planning, *Problem Solving, Program Development, Program Effectiveness
Identifiers-Linking Agents, *Research and Development Utilization Program

This linker's guide introduces the systematic problem- solving approach used by the Florida Linkage System. An overview of the System's three SOLUTION ANALYSIS SERIES Guidebooks is given in order to clearly identify the different steps in the system's proposed training process. (LH)

ED 183 513 SP 015 560

*Hoffman, Cynthia K.*

**Developing A Work Action Plan. A Solution Analysis Series Guidebook. III.**

Florida State Dept. of Education, Tallahassee.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0089
Note-17p.; For related documents see SP 015 558-561
Available from-Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.25)
Pub Type- Guides - Non-Classroom (055) Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Decision Making, Educational Needs, Educational Objectives, Needs Assessment, *Organizational Effectiveness, *Problem Solving, *Program Development, *Program Evaluation
Identifiers-Linking Agents, *Research and Development Utilization Program

This guidebook, the final in a series of three, serves as a work action plan to help educators and educational administrators in implementing and evaluating new programs and instructional materials. Checklists of the various kinds of materials necessary for the implementation of an educational program are provided, along with hints about the most efficient management of time, materials, and personnel. (LH)

ED 183 539 SP 015 723

**Staff Development of Educational Personnel. The Michigan Plan. A Network of Local and Regional Centers.**

West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 79
Contract-300-78-0066
Note-47p.; For related documents, see SP 015 756-757.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Delivery Systems, Governance, *Inservice Teacher Education, Needs Assessment, *Professional Development, Program Budgeting, *Program Development, *Program Evaluation, *Staff Improvement, Statewide Planning, Teacher Centers
Identifiers-*Four States Project, Michigan

This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is meant as a guide or tool for individuals and agencies involved in professional development of school staffs. It is divided into six major sections: (1) definition of terms used in the document; (2) rationale for the staff development program; (3) Michigan's local staff development programs; (4) Michigan state staff development centers; (5) the state planning process; and (6) objectives and activities 1979-80. (JD)

ED 183 540 SP 015 728

*DeVore, Paul W.*

**Energy and Technology: The Emergence of a New Agenda for Professional Association Leadership.**

Pub Date-Feb 80

Note-58p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Dallas, TX, February 26-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Decision Making, Demography, Educational Needs, *Educational Philosophy, *Futures (of Society), Humanistic Education, Human Living, Industrialization, *Long Range Planning, Population Growth, *Quality of Life, *Social Change, Sociocultural Patterns, *Technological Advancement, Urbanization

Current and approaching crises in man's inhabitation of the Earth are discussed and enumerated. Education is proposed as a method of alleviating the social, ecological, psychological, and eventual biological pressures created by man's increasing subjugation to technology. The emerging pattern of disaster for man as a species is delineated, and a humanistic and philosophical approach to education is suggested as the only effective means by which to develop individuals capable of making the types of decisions that man's monumental technology has put him in the position of having to make. An extensive bibliography is appended. (LH)

ED 183 571 TM 010 037

*Smith, Nick L.*

**The Role of School Boards in School Self-Study Evaluations. Final Report Submitted to the National Study of School Evaluation.**

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Study of School Evaluation, Arlington, Va.
Pub Date-Aug 78
Note-101p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Board Administrator Relationship, *Board of Education Role, Elementary Secondary Education, Inservice Education, *Institutional Evaluation, Principals, *Public School Systems, Research Utilization, School Districts, School Superintendents, *Surveys

School board members, district superintendents, and building principals in 170 districts in 16 western states were surveyed to determine the role of school boards in school self-study evaluations. Analysis of the questionnaires resulted in the following conclusions: (1) board members seldom assisted in the evaluation process, especially in larger districts; (2) school administrators more often perceived a higher level of board involvement and better evaluation procedures than did board members; (3) both administrators and board members rated the procedures more highly than the final recommendations and felt the recommendations would not be very useful for board decision making; (4) the main reasons for lack of greater board involvement included lack of time, uqcertainty about their roles, and the belief that they were not needed; (5) both administrators and board members ascribed lack of initiative and interest to the other group; (6) some support existed for greater board involvement, especially in reviewing administrative and policy-making activities, preliminary evaluation recommendations, and school philosophy; and (7) self-instructional materials and inservice training were thought to be beneficial, and should be provided by accrediting agencies, state school board associations, or state departments of education. (The questionnaire is appended.) (MH)

(GDC)

ED 183 592 TM 010 111

*Liebertz, Skip Hansen, Greg*
**Evaluation: The Key to Program Effectiveness.**
Salem Public Schools, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007803185
Note-47p.
Available from-Salem Public Schools, Community Relations Department, P.O. Box 12024, Salem, OR 97309 ($2.00).
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Community Schools, Educational Objectives, Elementary Secondary Education, Enrichment Programs, Evaluation Criteria, *Institutional Evaluation, Interagency Cooperation, *Models, *Program Evaluation, *Questionnaires, *School Community Relationship, Test Construction
Identifiers-Oregon (Salem)

This manual is designed to help staff, administrators, and advisory councils evaluate the effectiveness of their community school programs. The development of questionnaires to be used in the Salem, Oregon community schools is described, and applications of the six-component evaluation model are briefly discussed. The bulk of this document consists of the questionnaires, which involve the following components: (1) integration of community resources into the required school curriculum (completed by teachers); (2) extended use of school facilities (coordinators and school staff); (3) enrichment program for youth (elementary and secondary school students); (4) enrichment program for adults (community); (5) coordination and cooperation with other agencies; and (6) citizen involvement (community and community school advisory council). A questionnaire designed to solicit comments on the evaluation instruments is also included. (Author/GDC)

ED 183 548 SP 015 764

**Educational Programs That Work. Secondary Basic Skills.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300-77-0415
Note-51p.
Pub Type- Reports - Descriptive (141) - Reference Materials (130)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Basic Skills, Instructional Improvement, *Mathematics, *Reading, *Secondary Education, Skill Development, Validated Programs, *Writing
Identifiers-*National Diffusion Network

Outlined in this National Diffusion Network catalog are exemplary basic skills programs in mathematics, reading, and writing, for secondary-level students, grades 7-12. Program descriptions contain information on the target audience, description of program format, evidence of effectiveness, implementation requirements, financial requirements, and services and materials available. The availability of additional information on the listed programs is discussed in the introduction to the catalog. (JD)

ED 183 549 SP 015 766

**Coping With Classroom Distractions. Teacher Case Study. Teachers A&W Perspective. Kindergarten Classrooms.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-IR&DT-79-3

Pub Date-79

Contract-NE-C-00-3-0108

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Note-110p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 767-768.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Case Studies, Class Management, *Coping, *Discipline, Educational Research, *Kindergarten, Preschool Education, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teaching Styles, Teaching Techniques

Identifiers-*Disruptive Behavior

This study, third in a series of seven, was written by two kindergarten teachers in different schools. A description is given of the two schools, the community in which they are located, and the physical layout of each of the teachers' classrooms. The characteristics of the teachers and their pupils are described as are the types of distractions encountered by the teachers in daily interaction with students. A discussion is presented on coping techniques used and their comparative effectiveness. Appended are lists of common distractions, classification of coping techniques, a quantitative checklist, and a teacher's daily response form. (JD)

ED 183 572 TM 010 069

*Flanagan, John C.*

**Trends in Male/Female Performance on Cognitive Ability Measures.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date-9 Mar 78

Note-17p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Achievement Gains, Achievement Tests, *Changing Attitudes, *Cognitive Ability, *Educational Trends, Followup Studies, High School Curriculum, *High School Students, Knowledge Level, *National Surveys, Recreational Activities, Self Concept, Senior High Schools, *Sex Differences, Socioeconomic Status, Vocational Interests

Identifiers-*Project TALENT

After surveying the findings based on Project TALENT and the three followup studies, and discussing sex differences in high school students in terms of subject preference, academic achievement, occupational interests, self-evaluation, and courses taken, the author discusses the findings of a 1975 study in which approximately 1,800 senior high school students were tested as part of the standardization of a new battery of tests based on Project TALENT findings. After adjusting for changes in the socioeconomic status of students over a 15-year period, the findings indicated several trends and some fairly large changes in male-female differences in cognitive abilities. Among the changes from 1960 to 1975, differences in test scores are discussed, including a reduction in differences based on sex. (MH)

ED 183 593 TM 010 112

*Thomas, John W.*

**Individual Differences in Basic Skills Achievement.**

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-100p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($6.00).
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Academic Achievement, Age Differences, *Basic Skills, Cognitive Style, Educational Research, *Individual Differences, Intelligence, *Learning Processes, Perceptual Development, *Performance Factors, Racial Differences, Research Needs, Research Reviews (Publications), Sex Differences, Socioeconomic Influences, Student Attitudes, Teaching Methods
Identifiers-Aptitude Treatment Interaction

Current research and though regarding the relationship of individual difference (ID) factors to achievement in the basic skills is reviewed. Four major categories and nine subcategories of ID factors are defined and serve as the framework for the review: status factors (age, sex, and race, ethnic group, and socioeconomic status); intelligence factors (IQ and specific intellective factors, and perceptual factors); affective factors (attitudes and personality factors); and process factors (cognitive styles and cognitive strategies). Within each section of the paper, an attempt is made to examine research on IDs from the perspective of identifying strategies of instructional intervention that might be employed to accomodate or reduce achievement-related learner differences. The review emphasizes that factors which describe variations in student performance on learning tasks are more useful for the design of adaptive instructional practices than are factors that describe psychometric traits of learners. Accordingly, the promises inherent in continued research on process factors are emphasized. (A bibliography is appended.) (Author/GDC)

ED 183 594 TM 010 113

*Mills, Craig N. Hambleton, Ronald K.*

**Issues and Methods of Reporting Criterion-Referenced Test Scores. Laboratory of Psychometric and Evaluative Research Report No. 100.**

Massachusetts Univ., Amherst. School of Education.

Pub Date- Oct 79

Note-45p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrative Personnel, *Criterion Referenced Tests, Elementary Secondary Education, Guidelines, *Information Needs, *Information Utilization, Norm Referenced Tests, Parent School Relationship, *Scores, Student School Relationship, Student Testing, Teachers, *Test Interpretation, Test Results

Identifiers-Computer Test Scoring, *Test Reporting

The literature related to reporting, interpreting, and utilizing test results for norm-referenced and criterion-referenced testing is reviewed; and the prerequisites and other important characteristics of a good report are described. Guidelines are also provided for the development or evaluation of reporting systems for criterion-referenced tests or test batteries that combine criterion-referenced and norm-referenced tests. The following information is covered: the uses of scores; ways of reporting scores; the problems caused by limited knowledge of tests by score recipients, particularly students and their parents; difficulties in score interpretation; and effects of the use of computer technology. Prerequisites are given for appropriate reporting systems for criterion-referenced tests: identifying the audience for the reports and their interests; matching the program to those interests; matching the reports to the sophistication of those audiences; and choosing or constructing appropriate tests. A list of audiences, their information needs and uses are presented in tabular form. Additional recommendations are made concerning report format, the use of normative information, the value of flexibility in setting cutting scores, and problems of generalizability. (Author/CTM)

ED 183 574 TM 010 072

*Lincoln, Yvonna S. Guba, Egon G.*

**The Distinction Between Merit and Worth in Evaluation.**

Pub Date-Sep 79
Note-21p.; Paper presented at the Annual Meeting of the Evaluation Network (5th, Cincinnati, OH, September 24-26, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Conceptual Schemes, Cultural Pluralism, *Evaluation, Evaluation Criteria, Evaluation Needs, Evaluators, Formative Evaluation, Summative Evaluation, *Values
Identifiers-*Merit, *Worth

Valuing in evaluation encompasses two distinct senses of the word, denoted by the terms merit and worth. Merit may be defined as an entity's inherent, intrinsic, context-free value, while an entity's worth is defined as its contextually determined, place-bound value. Determining an entity's merit may take place whenever a number of experts are assembled. Worth can only be determined by viewing the entity in operation or on site. Thus, while merit may be determined in any number of ways, worth can be determined only by intensive field studies on site. And field studies often call for naturalistic, not scientific, approaches. Although it would seem that merit and worth are identical to formative and summative dimensions, they are orthogonal. It is therefore possible to create a 2 X 2 table and generate four distinct types of evaluation: formative merit evaluation, formative worth evaluation, summative merit evaluation, and summative worth evaluation. Each of the four types of evaluation serves distinctly different purposes and is addressed to different audiences and stakeholders. (Author/BW)

ED 183 573 TM 010 071

*Theman, Jan*

**The Interview as a Research Instrument. No. 86.**

Goteborg Univ., Molndal (Sweden). Inst. of Education.
Pub Date-Sep 79
Note-21p.; Paper presented at the Annual Conference of the Nordic Society for Educational Research (Lillehammer, Norway, October 25-28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Foreign Countries, *Interaction Process Analysis, Interpersonal Relationship, *Interviews, *Research Methodology, *Research Problems, *Verbal Communication
Identifiers-Sweden

When an interview is used as a research technique, the process of the dialogue between the experimenter and the subject is a part of the experimental conditions. The dialogue can be extensively structured, or it can be open-ended. Though the latter situation may provide more information about the subject's thought processes, there is a greater possibility of certain pitfalls, such as the experimenter missing the subject's thoughts by anticipating them and taking too strong a lead in the discussion. Another problem is introduced by the need to go beyond the point where the individual does not know any more. If a subject admits to not knowing any more, the experimenter must question further without insulting the subject. A third problem is created by the subject's dependency on the experimenter. The experimenter must balance a neutral questioning technique with interpretive judgments about the subject's responses. Finally, the data collection might most advantageously be separated into two activities: the interview and the analysis of the transcripts, including the analysis of the interviewer's own part in the dialogue. (BW)

ED 183 551 SP 015 768

**Coping With Classroom Distractions. Teacher Case Study. Teachers C&Y Perspective. Second Grade Classrooms.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-IR&DT-79-5

Pub Date-79

Contract-NE-C-00-3-0108

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Note-136p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-767.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Case Studies, Class Management, *Coping, *Discipline, Educational Anthropology, Educational Research, Elementary Education, *Grade 2, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles

Identifiers-*Disruptive Behavior

This study, fifth in a series of seven, was written by two second grade teachers in different schools who participated in a research project addressing the problem of coping with disruptive behavior in the classroom. The instructional environments of each school and classroom as well as the characteristics of the teachers and their pupils are described. The type of distractions encountered by the teachers are described and a discussion is presented on coping techniques used and their comparative effectiveness. Included in the appendices are the distraction classification system, the coping technique classification system, a sample of the teacher's daily response form, and a quantitative checklist. (JD)

ED 183 550 SP 015 767

**Coping With Classroom Distractions. Teachers B&X Perspective. First Grade Classrooms.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-IR&DT-79-4

Pub Date-79

Contract-NE-C-00-3-0108

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Note-145p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-768.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Case Studies, Class Management, *Coping, *Discipline, Educational Research, Elementary Education, *Grade 1, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles, Teaching Techniques

Identifiers-*Disruptive Behavior

This report, fourth in a series of seven, was written by two first grade teachers in different schools. The instructional environments of each school and classroom, as well as the characteristics of the teachers and their pupils, are described. The types of distractions encouqtered by the teachers are described and a discussion is presented on coping techniques used and their comparative effectiveness. Included in the appendices are a sample of the teacher's daily response form, classification of distracting codes and coping techniques, and a sample of ethnographic notes. (JD)

ED 183 596 TM 010 117

*Ward, Graham*

**Learning Time and Teaching for Mastery. Occasional Paper No. 15.**

Australian Council for Educational Research, Hawthorn.
Pub Date-Aug 79
Note-70p.
Available from-Australian Council for Educational Research, Radford House, 9 Frederick Street, Hawthorn 3122, Victoria, Australia ($5.00).
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Achievement, Achievement Tests, Foreign Countries, Grade 8, Junior High Schools, *Learning Activities, Males, *Mastery Learning, Programed Texts, Retention, *Review (Reexamination), Secondary School Mathematics, Student Ability, Student Needs, Test Results, Time, *Time Factors (Learning)
Identifiers-Aptitude Treatment Interaction, Australia

Programed mastery learning materials on matrix algebra were studied by 59 eighth-grade boys. Both experimental and control groups were divided into high- and low-ability groups. The experimental group reviewed all three instructional units until students achieved mastery, but the control group reviewed only Unit 3. Test scores of the treatment group increased over the sequence, especially between Units 1 and 2 and Units 1 and 3. Scores of the control group decreased. High-ability students scored higher in both groups, but the difference between the three units was not influenced by ability or by a combination of treatment and ability; the treatment was equally effective for both levels of ability. There was no difference in time spent learning Unit 1 by treatment vs. control groups. The treatment group spent significantly longer learning Units 2 and 3, but review time decreased from Unit 2 to Unit 3. The control group required more time to learn Unit 3 to mastery than the treatment group. Treatment aided the learning efficiency of the low-ability students, as well as retention of the materials ten days later. (GDC)

ED 183 595 TM 010 115

*Eglsaer, Richard Matuszek, Paula*

**Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-30 Jun 78

Note-82p.; Some appendices marginally legible.

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Academic Achievement, Attendance, Cocurricular Activities, Educational Assessment, *Experimental Programs, Interinstitutional Cooperation, Parent Participation, *Program Attitudes, Program Effectiveness, Program Planning, *Program Validation, Questionnaires, Senior High Schools, *Special Education, Student Improvement, Vocational Counseling, Vocational Education

Identifiers-Austin School District TX, *Project PAVE, Texas (Austin)

Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

*Price, Gary G. And Others*
**Procedures Used in Phase I of the IGE Evaluation to Scale, Adjust, and Aggregate Reading and Math Achievement in Grade 5. Report from the Project on Evaluation of Practices in Individualized Schooling.**
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Report NO.-WRDCIS-TR-509
Pub Date-Nov 79
Grant-OB-NIE-G-78-0217
Note-39p.; For related documents, see TM 010 047-060 and TM 010 119. Some tables marginally legible.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Ability, *Achievement Gains, Achievement Tests, Elementary School Mathematics, Grade 5, *Individualized Instruction, Intermediate Grades, Internal Scaling, Multiple Regression Analysis, Reading Achievement, Research Methodology, Scores, *Student Testing, *Test Interpretation
Identifiers-Comprehensive Tests of Basic Skills, Evaluation of Practices Individualized Schooling, Individually Guided Education, Short Form Test of Academic Aptitude, *Test Analysis, Winsorization

The procedures used in Phase I of the Individually Guided Education (IGE) evaluation to scale, adjust, and aggregate reading and mathematics achievement in grade 5 are described. An explanation is included of the administration procedures. The tests used (The Short Form Test of Academic Aptitude and the Comprehensive Tests of Basic Skills) and the adjustment made on individual student scores for academic ability and background variables are discussed. An explanation of how the achievement scores of students within a school were aggregated, and a description of the data are also included. (Author/GDC)

ED 183 598 TM 010 119

*Price, Gary G. And Others*

**Procedures Used in Phase I of the IGE Evaluation to Scale, Adjust, and Aggregate Reading and Math Achievement in Grade 2. Report from the Project on Evaluation of Practices in Individualized Schooling.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-TR-508

Pub Date-Nov 79

Grant-OB-NIE-G-78-0217

Note-40p.; For related documents, see TM 010 047-060 and TM 010 118.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Ability, *Achievement Gains, Achievement Tests, Elementary School Mathematics, Grade 2, Individualized Instruction, Internal Scaling, Multiple Regression Analysis, Primary Education, Reading Achievement, *Research Methodology, Scores, *Student Testing, *Test Interpretation

Identifiers-Comprehensive Tests of Basic Skills, Evaluation of Practices Individualized Schooling, Individually Guided Education, Short Form Test of Academic Aptitude, *Test Analysis, Winsorization

The procedures used in Phase I of the Individually Guided Education (IGE) evaluation to scale, adjust, and aggregate reading and mathematics achievement in grade 2 are described. An explanation is included of the administration procedures. The tests used (the Comprehensive Tests of Basic Skills and the Short Form Test of Academic Aptitude) and the adjustment made on individual student scores for academic ability and background variables are discussed. An explanation of how the achievement scores of students within a school were aggregated, and a description of the data are also included. (Author/GDC)

*Aaronson, May And Others*

**Use of the Classroom Behavior Description Checklist in Preschool Developmental Screening.**

Pub Date-9 Apr 79
Note-53p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Academic Achievement, Average Students, *Behavior Rating Scales, Cognitive Tests, Early Childhood Education, Educable Mentally Handicapped, *Interpersonal Competence, Longitudinal Studies, *Predictive Validity, *Preschool Children, Preschool Tests, Screening Tests, Sex Differences, *Student Adjustment, Student Behavior, Test Reliability, Test Validity
Identifiers-*Classroom Behavior Description Checklist

The Classroom Behavior Description (CBD) a brief 10-item checklist on which teachers rate preschool childrens' behaviors which are considered most likely to influence school performance was developed on the basis of earlier extensive research with more comprehensive children's behavior inventories. Results are reported of studies of teachers' ratings of 360 children, ages 2 to 6, in Head Start, Right-to-Read, day care programs, and in a school for mentally retarded youth. Impressive correlations were obtained between CBD ratings, cognitive measures, and other behavior ratings. Five years later, CBD ratings of a sample of Head Start children correlated reasonably well with third grade mental ability test and achievement test scores, and with placement in special remedial classes. Results should be of interest to preschool educators seeking a simple and inexpensive method to help identify children who can profit from early prescriptive intervention to improve cognitive development and scholastic achievement. (Author/GDC)

ED 183 578 TM 010 091

**3 on 2 Evaluation Report 1976-1977. Volume III: Executive Summary.**

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Hawaii State Dept. of Education, Honolulu.
Pub Date-Jan 77
Note-49p.; For related documents, see TM 010 090 and TM 010 092
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Achievement Gains, Educational Objectives, *Experimental Programs, *Individualized Instruction, Primary Education, *Program Attitudes, Program Costs, Program Effectiveness, *Program Evaluation, Self Contained Classrooms, Teacher Attendance, *Team Teaching
Identifiers-Advocate Adversary Evaluation, Hawaii, *Three on Two Approach

An overview is presented of the procedures, findings, interpretations, and recommendations related to Hawaii's 3 on 2 program. The 3 on 2 program is an organizational concept for the primary grades in which three teachers are involved with two classrooms in a team teaching approach. The four major objectives are: to acquire basic learnings, to develop self direction in learning, to improve self-concepts, and to establish satisfying interpersonal relationships. The summative evaluation is based on an advocate-adversary approach, in which one team focuses on the program's merits and a second team identifies the program's weaknesses. The types of information gathered by the evaluators included achievement gains; attitudes of students towards school, learning, and themselves; opinions of professional personnel and parents; teacher absenteeism; program costs; individualization; and legal and departmental mandates. In comparing the 3 on 2 program to self-contained classes, major findings, based on evaluation reports, included: no significant differences in academic achievement or student attitudes; opinions of teachers and administrators varied; teacher absenteeism showed no differences; costs were higher for 3 on 2; and individualization was not clearly understood. (MH)

*Randhawa, Bikkar S.*

**Jobs for Teachers Who Qualified from the Colleges of Education in 1878-79.**

Saskatchewan Univ., Saskatoon. Education Research Resources Centre.
Report NO.-IRR-79-2
Pub Date-4 Dec 79
Note-15p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Education Work Relationship, *Employment Patterns, *Employment Statistics, Foreign Countries, Surveys, *Teacher Employment, *Teacher Placement, *Teacher Supply and Demand
Identifiers-Canada, Saskatchewan

A survey conducted of a 25 per cent stratified sample of the University of Saskatchewan's teacher education program graduates, class of 1979, revealed an 85.7 per cent overall job success rate for those who actively sought employment as teachers. Statistics varied between Saskatchewan and other provinces, but the overall employment pattern for Canadian teachers proved to be equal to or better than that of the previous seven years. Information pertaining to teacher placement and to teacher graduate study is also included in the report. (LH)

ED 183 556 SP 015 788

**Staff Development of Educational Personnel. The Oregon Plan. A Profession-Wide Support System.**

West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 79
Contract-300-78-0066
Note-84p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Ancillary Services, Financial Support, *Inservice Teacher Education, Needs Assessment, Objectives, Positive Reinforcement, Professional Development, Program Administration, *Program Development, Program Evaluation, *School Personnel, *Staff Improvement, *State Programs
Identifiers-Four States Project, *Oregon

The Oregon component of a four-state project working towards the design of a staff development and school improvement support system is described. Information was gathered from various sources regarding the number and kinds of continued professional development activities engaged in by schools throughout the state. These data were fashioned into a set of policy and procedural recommendations that established a broad framework for inservice teacher education in Oregon. Six recommendations are included in the report. (Author/LH)

ED 183 577 TM 010 090

**3 on 2 Evaluation Report 1976-1977. Volume II: Team Interpretations and Recommendations.**

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Hawaii State Dept. of Education, Honolulu.
Pub Date-Jan 77
Note-110p.; For related documents, see TM 010 091-092
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Achievement Gains, Achievement Tests, Attitude Tests, Educational Objectives, Elementary School Mathematics, *Experimental Programs, *Individualized Instruction, Primary Education, Program Costs, *Program Effectiveness, *Program Evaluation, Reading Comprehension, Self Contained Classrooms, *Team Teaching, Test Results
Identifiers-Advocate Adversary Evaluation, Hawaii, *Three on Two Approach

The arguments are presented for and against the Hawaii 3 on 2 program, a team-taught, flexible, individualized instructional program for primary grade students. This report is based on an advocate-adversary evaluation design. The advocate team concluded that: the program is working effectively; teachers, principals, and parents support the program; lack of higher test scores than those obtained in self-contained classes is attributable to deficiencies in the tests; some assistance should be given to less effective teaching teams; criterion-referenced tests should be used; and organizational structure is effective in meeting students' needs. The adversary team concluded that: students in the program do not show greater achievement gains in reading, mathematics or in attitudes, based on achievement and attitude test results; parents and teachers did not notice discernible differences between the students in 3 on 2 classes and in self-contained classes; the program was not put through experimental stages; the objectives are ambiguous: individualization can be carried out as effectively in self-contained classes as in 3 on 2 classes; and the program costs cannot be justified. Each evaluation team further supported its observations by rebutting the other team's observations. (MH)

ED 183 555 SP 015 787

**Ten Years of Teacher Corps, 1966-1976. From the Field.**
Teacher Corps Recruitment and Referral Center, Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date- 76
Contract-300-75-0103
Note-36p.; Photographs may not reproduce clearly.
Pub Type- Historical Materials (060) - Collected Works - General (020) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Change Agents, *Demonstration Programs, Educational History, *Field Instruction, Instructional Programs, *Interinstitutional Cooperation, *Multicultural Education, *School Community Relationship
Identifiers-*Teacher Corps

This brochure contains a collection of articles on significant programs instituted by the Teacher Corps over the ten year period 1966-76. A capsule history of Corps activities during this period and personal profiles of Corps directors are presented. Articles are included on the topics of Teacher Corps instructional programs, community based education, multicultural education, field based education, and collaboration between the Corps and other agencies. (JD)

ED 183 554 SP 015 786

*Jamieson, Judith L. Brooks, Douglas M.*

**Pupil Perceptions of Teacher Presage and Process Variables and their Relationship to Pupil Perceptions of Instructional Effectiveness.**

Pub Date-Feb 80
Note-9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Effective Teaching, *Rapport, Science Education, *Student Evaluation of Teacher Performance, Student Motivation, *Student Teacher Relationship, *Teacher Behavior, Teaching Methods

Five hundred and twenty-nine science students, clustered into teacher-determined ability level groups, were queried in order to obtain ratings of fifteen teacher presage characteristics and nine process variables. The Classroom Teacher Inventory (CTI) was used. Results indicate significant discriminant functions between effective and ineffective instructors, as well as between pupil perceptions of teacher presage and process characteristics by student ability level. The study suggests that high-ability students may place a greater value on teachers' subject area training, while low-ability students may place the emphasis on the teachers' ability to develop rapport with students. (LH)

ED 183 576 TM 010 088

**Michigan Adult Basic Education Needs Assessment Final Report 1978. Volume I. Volume II, Appendices A thru E. Volume III, Appendices F thru H. Volume IV, Appendix I.**

Macomb County Intermediate School District, Mount Clemens, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.; Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-1,586p.; Needs Assessment forms (Vol. II) and Translated Versions (Vol. IV) are marginally legible because of light typeface
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
**EDRS Price - MF13 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Adult Basic Education, Annotated Bibliographies, Classroom Environment, Data Analysis, Data Collection, Demography, *Educational Objectives, English (Second Language), *Needs Assessment, Performance Based Education, *Program Evaluation, Program Improvement, Recruitment, Self Evaluation, Staff Improvement, *State Programs, State Surveys, Student Characteristics, Tables (Data), Teacher Characteristics, Teaching Skills
Identifiers-*Michigan

The first volume of this report describes a survey of the adult basic education program in Michigan, including a statement of purposes, a review of relevant literature, a discussion of procedures and survey instruments, a discussion of findings and conclusions, and a chapter on limitations of the study and recommendations for future research. The four areas of the basic education program are: (1) personal and family management, (2) employability and occupational skills, (3) civic and social responsibilities, and (4) aesthetic and humanistic appreciation. The basic skills of the program are: reading, writing, verbal communications, mathematics, decision-making, and values clarification. The program also includes English as a second language students. The purposes of the survey are to ascertain: the educational needs of adult learners; the staff development needs of the teachers' and changes needed to improve the program. Volumes II and III contain appendices presenting the research design, sampling information, correspondence, statistical data, a bibliography, interview reports, and other information. Volume IV contains copies of the survey instruments. (CTM)

ED 183 553 SP 015 772

*Corwin, Ronald G. Edelfelt, Roy A.*

**Perspectives on Organizations: Schools in the Larger Social Environment.**

American Association of Colleges for Teacher Education, Washington, D.C.; Association of Teacher Educators, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Contract-300-75-0100

Note-129p.; For related documents see ED 139 790 and ED 126 047

Pub Type- Opinion Papers (120) - Reports - General (140)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Government School Relationship, *Political Influences, *School Community Relationship, *School Organization, *Social Factors, Social Influences, *State School District Relationship

Identifiers-*Teacher Corps

This study of the interaction between school and social context is divided into two parts. The first section examined some environmental factors external to the school that directly influence school policies and practices. Citizen participation in school activities and the relationship of the school to the state are two of the topics examined. The second section is a series of activities designed to be used in an instructional setting, which explore the complex relationships among schools and their local, state, or federal sociopolitical environments. This volume is the third in a series examining the nature of the school as an organization. (Author/LH)

ED 183 575 TM 010 074

*Mitchell, Jimmy L. McCormick, Ernest J.*

**Development of the PMPQ: A Structural Job Analysis Questionnaire for the Study of Professional and Managerial Positions. PMPQ Report No. 1.**

Purdue Univ., Lafayette, Ind. Dept. of Psychological Sciences.

Pub Date-Jul 79

Note-65p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Administrative Personnel, Employment Qualifications, Factor Analysis, *Job Analysis, *Managerial Occupations, Multiple Regression Analysis, *Professional Personnel, *Rating Scales, Salaries, Task Analysis, Test Construction

Identifiers-Position Analysis Questionnaire, *Professional Managerial Position Questionnaire

The development and analysis of the Professional and Managerial Position Questionnaire (PMPQ) is reported. PMPQ is intended to serve as a job analysis instrument for higher level occupations than those assessed by the Position Analysis Questionnaire (PAQ). Four approaches to job analysis are described with different emphases on the requirements of the work or the characteristics of the workers. The development of the PMPQ is based on work done for the PAQ plus other job analysis studies. A nine-point scale is used with verbal anchors for alternating scale points. The 93 scale items are classified in five categories: part-of-the-job, complexity, impact, responsibility, and special. The field administration is based on 300 cases from 29 sources in 17 states and represents approximately 45 different companies. Data from the administration are studied by a principal components analysis with orthogonal rotation and the resulting principal component scores are then used in a multiple regression analysis to predict salary. Dimensions of the analysis are interpreted to include planning and decision making on the job and background variables of experience and training. (CTM)

ED 183 552 SP 015 770

*Waterman, Floyd T. And Others*

**Designing Short-Term Instructional Programs.**

Association of Teacher Educators, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Contract-300-77-0156
Note-149p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Administration, *Guidelines, *Inservice Teacher Education, *Instructional Programs, Participant Satisfaction, Program Content, *Program Design, Program Development, Program Evaluation, Site Selection, Teaching Methods
Identifiers-*Teacher Corps

The Experiences and research data in this volume result from the authors' involvement in Corpsmember Training Institutes (CMTIs) and Pilot Trainer Workshops (PTWs) established to train teacher interns beginning their Teacher Corps internship. Six articles are presented on: administration of short-term instructional programs, workshop design, implementation of workshops and teachers' institutes, methods of evaluating programs, data- and experience-based guidelines for designing and operating short-term instructional programs, an empirical study of the institute-workshop strategies discussed in the third article. (JD)

ED 183 591 TM 010 110

*Owens, Thomas R.*

**Experience-Based Learning and Assessment in Public School Systems.**

Pub Date-Apr 79
Note-26p.; Paper presented at the Clearinghouse for Applied Performance Testing Annual Conference on Alternative Conceptions of Competence Assessment (San Francisco, CA, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Educational Assessment, Educational Objectives, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Experiential Learning, *Field Experience Programs, Performance Tests, *Program Evaluation, Research Design, Secondary Education, State of the Art Reviews, Student Evaluation, *Student Experience, Work Experience Programs

The assessment of secondary school students' learning which results from experienced-based public school programs is associated with three types of problems: (1) psychological educational practitioners may fear the evaluation process; (2) conceptual including unclear requirements for student outcomes, lack of appropriate strategies for achieving these outcomes, unclear relationships between short- and long-term outcomes, and the need for a research framework in which to view the outcomes; and (3) operational selection of variables, research design, and appropriate tests. Before evaluating an experiential learning program, it is useful to review the theoretical literature, previous studies, and previously reported test instruments. The evaluation design should consider planned and incidental learning; the relationship between short- and long-term objectives; the relationship between learning processes, program delivery, and outcomes; and the variety of settings in which learning occurs. Naturalistic evaluation approaches are recommended; the evaluation should report outcomes by participant characteristics and should include supplemental case studies. Recent developments of interest include dissemination about effective programs, research on and evaluation of experiential learning, and new assessment techniques.

ED 183 610 TM 800 016

*Strenio, Andrew, Jr.*

**The Debate over Open versus Secure Testing: a Critical Review. National Consortium on Testing Staff Circular No. 6.**

Huron Inst., Cambridge, Mass.
Pub Date-Oct 79
Note-76p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Answer Keys, *College Entrance Examinations, Cost Effectiveness, *Disclosure, Educational Legislation, *Educational Testing, Federal Legislation, Higher Education, Public Opinion, Standardized Tests, State Legislation, *Testing Problems, *Test Results
Identifiers-*Open Testing, Testing Industry, *Test Security, Truth in Testing Legislation

The context of the debate over secure versus open testing is described, with particular emphasis on tests used for postsecondary or professional school admission. Recently introduced federal and state legislation on testing is also described. Four arguments in support of open testing are summarized: (1) fairness demands that tests be open; (2) open testing will increase the testing industry's accountability; (3) it will increase the public's knowledge of testing and lead to improved tests; and (4) test takers will learn from the information supplied to them. Next, the three main arguments for secure testing are reviewed: protecting test quality; minimizing the costs of testing; and minimizing the problems of teaching to the test and the proliferation of coaching schools. Following an analysis of each of these arguments, comments are made concerning the political, judicial, and situational factors (related to the type of test and impact of testing procedures) which help to clarify the broader perspectives on this debate. It is concluded that, although open testing may have unanticipated and undesirable consequences, it seems that the current status of secure testing needs to be changed. Questions are raised concerning the best means of accomplishing this goal. (GDC)

*May, Leslie Steven*

**Declining Test Scores: an Update. An Update on State, Reginal and National Trends on College Board Examinations.**

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Mar 78
Note-47p.; For related document, see ED 156 700.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Achievement Tests, College Bound Students, *College Entrance Examinations, Community Characteristics, *Educational Trends, Higher Education, National Surveys, *Scores, Senior High Schools, Sex Differences, State Surveys, Student Characteristics, Tables (Data), Trend Analysis
Identifiers-College Board Achievement Tests, Massachusetts, National Merit Scholarship Qualifying Test, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, Test of Standard Massachusetts, *Test Score Decline

Fifteen data tables are presented, indicating the average scores of college-bound seniors from Massachusetts on several College Board tests: the Scholastic Aptitude Test (SAT), Test of Standard Written English, Achievement Tests, and Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Selected data on student characteristics and a comparison of Massachusetts students to the national average are also included. Ten conclusions are reached, including: (1) Scholastic Aptitude Test scores have declined from 1971-72 to 1976-77, with greater decline in the mathematics than verbal tests; (2) males scored slightly higher than females on the SAT-verbal and 40-50 points higher on SAT-mathematics; (3) a higher percentage of Massachusetts and New England students registered for the Admission Testing Program than the nationwide sample; (4) grade point averages of the top ten percent of state and nationwide students have risen; (5) Massachusetts students scored lower than the national sample on achievement tests, but all scores have risen; and (6) there were slight declines on the Test of Standard Written English and the PSAT/NMSQT. A one-page bibliography resource guide and a list of Massachusetts school systems and community types are appended. (GDC)

ED 183 608 TM 800 014

*Tatsuoka, Kikumi Birenbaum, Menucha*

**The Danger of Relying Solely on Diagnostic Adaptive Testing When Prior and Subsequent Instructional Methods Are Different. Research Report No. 2, October 1 through December 31, 1979.**

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Mar 79

Contract-N00014-78-C-0159

Note-33p.; For related document, see TM 800 036

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Arithmetic, Cluster Analysis, *Computer Assisted Instruction, *Diagnostic Tests, Discriminant Analysis, Instructional Materials, Item Analysis, Junior High Schools, Mathematics, Response Style (Tests), Statistical Analysis, *Student Testing, *Teaching Techniques, *Testing Problems

Identifiers-*Adaptive Testing, *Computer Assisted Testing, Latent Trait Theory, PLATO

A situation in which computer-assisted instruction was combined with teacher-taught classes and computerized diagnostic adaptive testing was examined. The computerized diagnostic adaptive test for pre-algebra signed-number lessons was programmed along with a computer-managed routing system by which examinees were sent to the instructional unit corresponding to the skill level at which they stopped in the initial test. Upon completing the course a computerized conventional post test was administered. It was found that results differed markedly from results obtained in a previous study. A cluster analysis was performed on the response patterns of the skills, and four different groups were found. A discriminant analysis indicated significant differences among the four groups in response patterns of the skills in signed number operations. It was determined that differences between prior and current instructional methods confused students and caused confusion in the post-test data, and that the scoring procedure of the adaptive testing was not sensitive to individual differences in information processing skills which were affected by the instructional method used in previous teaching. It was concluded that reliance should not be placed solely on test results determined by performance scores on a diagnostic pretest. (Author/CTM)

ED 183 607 TM 800 013

**Competency Testing in Florida. Report to the Florida Cabinet. Part I. Task Force on Educational Assessment Programs.**

Florida State Univ., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee.
Pub Date-20 Feb 79
Contract-790-056; 790-063
Contract-790-056; 790-063
Note-34p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Basic Skills, Communication Skills, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Functional Illiteracy, Graduation Requirements, Instructional Improvement, Mathematics, *Minimum Competency Testing, Program Improvement, Remedial Programs, *State Programs, Test Bias, *Testing Problems, *Testing Programs, Test Validity
Identifiers-Florida, *Florida Fuqctional Literacy Test, Florida State Student Assessment Test Part II

After studying the testing and remedial programs used in Florida's public schools, the Task Force on Educational Assessment Programs presented its findings and recommendations. Findings are reported regarding: the schedule for implementing the testing program (which requires that students pass the Functional Literacy Test before they may graduate from high school); public and professional reactions to the testing program; the test's name; the importance of academic as opposed to practical life skills; the test's validity in predicting life success; problems in testing exceptional students; cultural bias; consistent testing procedures; and test validity related to appropriate curriculum content. A brief review of remedial programs is included, as is a brief comparison of 1977 and 1978 test scores. Recommendations are addressed to four main concerns: (1) eliminating unfairness and communication problems including changing the time of testing and the test's name; (2) promoting early learning and diagnostic testing; (3) improving test quality and emphasizing items which test basic skills; and (4) monitoring remedial programs by the state department of education. Forty-one behavioral objectives, a bibliography, and a list of task force participants are appended. (GDC)

ED 183 606 TM 800 012

**The Competency Movement. Annotated Bibliography.**
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-108p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Academic Standards, Annotated Bibliographies, *Basic Skills, Conference Reports, Educational Assessment, Elementary Secondary Education, *Minimum Competency Testing, *Performance Based Education, Performance Based Teacher Education, State Programs, Testing Problems, *Testing Programs

Approximately 100 items are included in this bibliography on competency based education and minimal competency testing. These items, which are arranged in alphabetical order, by title or author, include bibliographies, conference proceedings, monographs, position papers, journal articles, program descriptions, speeches, resource guides, and state of the art reviews. Each item includes a bibliographic citation; source of availability; Educational Resources Information Center (ERIC) accession number (ED number) if available; a brief annotation; and subject descriptors. A subject index is also provided. (GDC)

ED 183 605 TM 800 009

*Denny, David A.*

**Classroom Creativity Observation Schedule. Direction Manual. Revised.**

Pub Date-Apr 69
Note-25p.; For earlier edition, see ED 010 194
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Classroom Environment, *Classroom Observation Techniques, Creative Development, *Creativity Tests, Divergent Thinking, Elementary Secondary Education, Motivation Techniques, Scoring, Student Behavior, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence
Identifiers-*Classroom Creativity Observation Schedule, Test Manuals

The Classroom Creativity Observation Schedule (CCOS) is designed to gather objective information about student and teacher behaviors which relate to students' creative growth. The revised schedule, based on the 1966 version, is composed of eight items designed to assess classroom behavior on the dimensions of: motivational climate; student-student relationships; teacher-student relationship; student interests; student initiative and control of instruction; teacher approach; provision for divergent thinking; and encouragement of unusual student response. Both verbal and non-verbal behaviors are assessed, and the contexts of behaviors are considered. Two types of items are included, a category type in which the observer directly locates behavior on a dimension according to detailed instructions, and a measurement type in which symptomatic behaviors are recorded as signs within defined dimensions. The units of teacher behavior and classroom variables sampled are two minutes in length, and behaviors occurring during these intervals are categorized. (Detailed instructions for recognizing and coding relevant behaviors, a blank score sheet, and two tables for quick computation of results are included). (Author/GDC)

ED 183 604 TM 800 008

*Furukawa, James M. Cohen, Nancy*

**Chunking Method of Teaching and Studying (III): Test Effects.**

Pub Date-79

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979). For related document, see ED 165 097.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *Cognitive Ability, *Educational Testing, Grades (Scholastic), Higher Education, Learning Activities, Learning Processes, *Mastery Learning, Mastery Tests, Performance Factors, *Retention, Scores, *Sequential Learning, *Units of Study

Identifiers-Chunking, *Retesting

The effects of specific testing procedures on learning were studied, using the chunking method of teaching and studying, which involves the learning of small units of information. The size of the unit is related to the student's cognitive processing capacity (CPC) the amount of material recalled after a brief exposure. Subjects were undergraduate students categorized as high, medium, or low in CPC. The students were taught the chunking method and then used it to study a textbook chapter. Subjects were offered an end-of-chapter mastery test which might help to improve their final grades; they also had the option of repeating this test if their initial scores were unsatisfactory. Three months later, a test was adminsitered which contained items taken from the end-of-unit test, items from the retest, and new items. Mastery tests and unit retests led to improved scores by 32% and 67%, respectively. Most who retook the tests were low CPC students, and 73% of them improved their letter grades. Long-term beneficial effects were evident; the initial difference between those who repeated the test and those who did not was eliminated on a three-month delayed test. (Author/GDC)

ED 183 583 TM 010 102

# Curriculum Evaluation. Conference Papers.

Australian Association for Research in Education, Melbourne.
Pub Date-Nov 77

Note-395p.; Papers presented at the Annual Conference of the Australian Association for Research in Education (Canberra, Australia, November 11-13, 1977); Some papers were not included; Omissions are noted in document
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
**EDRS Price - MF01/PC16 Plus Postage.**
Descriptors-Conference Reports, Course Evaluation, *Curriculum Evaluation, Educational Policy, *Educational Research, Educational Trends, *Evaluation Methods, Models, Program Evaluation, *Research Problems, Teacher Evaluation
Identifiers-Australia

Over 40 papers presented at an Australian conference on curriculum evaluation are included in this publication. Among the topics are: evaluation models; the relationship of reliability to the amount of observation; Elementary Secondary Education Act Title I evaluation; designing policy-oriented research; methodology in evaluating teacher behavior; effects of school systems on socioeconomic attainments; trends in evaluation; evaluator selection; student satisfaction and school environment; use of criterion-referenced tests; school-based curricula; poly-ethnic environments; alternate methods of evaluating scores for college admission; decision making; ethnographic evaluation; preservice teacher education; evaluation problems at grade 12 implications of evaluation methods; mathematics textbooks; self-perception of student teachers; open education; pupil evaluation of student teachers; children's language usage; adolescent intellectual development; historical overview; limits of intervention programs for the mentally retarded; student transition to secondary schools; Aboriginal Australians; early childhood education; and anxiety and achievement. (MH)

ED 183 584 TM 010 103

*Rosenblatt, Richard D.*

**An Analysis of the Effects of Individualized Reading and Math Labs on the Achievement of Academically Deprived Students in Berkeley County, West Virginia. Final Report 79-7.**

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Berkeley County Board of Education, Martinsburg, W. Va.
Report NO.-HumRRO-FR-ED-79-7
Pub Date-Oct 79
Note-65p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Achievement Gains, Achievement Tests, Analysis of Covariance, *Compensatory Education Programs, Criterion Referenced Tests, Elementary Education, Elementary School Mathematics, Eligibility, *Learning Laboratories, *Program Evaluation, Reading Instruction, Scores, Student Improvement, Student Testing, Test Selection, *Underachievers
Identifiers-Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title I, West Virginia (Berkeley County)

The effectiveness of the Elementary and Secondary Education Act Title I reading and mathematics laboratories were evaluated to assess the improvement of underachieving elementary school students' academic skills. Laboratory students were selected on the basis of academic (rather than socioeconomic) criteria in grades 2 through 5; the control groups were selected from non-Title I schools. Dependent variables were total reading and total mathematics scores on the Comprehensive Tests of Basic Skills (CTBS). Relative effectiveness of laboratory conditions was analyzed for each grade by analysis of covariance on the spring CTBS scores with the fall scores as covariate and group assignment as experimental treatment. It was determined that there was no statistically significant superiority of laboratory groups, except for fourth grade reading and mathematics in 1977-78 and third grade reading and fifth grade mathematics in 1976-77. CTBS scores were best predicted from the previous fall test administration. (Author/MH)

ED 183 564 TM 009 981

# Diagnoisis and Prescription for Reading and Mathematics. Part I: Reading Diagnosis. Part II: Reading Prescription. Part III: Mathematics Diagnosis. Part IV: Mathematics Prescription.

Chula Vista City School District, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Jun 77
Note-1,002p.
Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
**EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Diagnostic Teaching, *Diagnostic Tests, *Educational Diagnosis, Educational Games, Elementary Secondary Education, Individualized Instruction, *Learning Activities, *Mathematics, Mathematics Instruction, Reading Games, Reading Instruction, *Reading Skills, Reading Tests, Student Testing
Identifiers-Chula Vista City School District CA, Elementary Secondary Education Act Title IV

Teachers in the Chula Vista Rosebank Title IV Project, Individual Diagnosis and Prescription for a Total School, use these test manuals and corresponding teaching guides to measure and improve reading and mathematics skills of students, kindergarten through junior high school. Parts I and III contain tests and directions for administering the tests, and forms for recording beginning-of-year instructional level and for monitoring progress throughout the year. Based upon a continuum of 61 skills, the four reading tests cover: words in isolation; auditory and visual discrimination; comprehension; and structural analysis and locational skills. The two mathematics tests, computation and concepts and applications, cover arithmetic; geometry; measurement; problem solving; probability and statistics; relations and functions; and logical thinking. Parts II and IV contain learning activities, instructional games, parent activities, information on learning centers, and references to textbooks commonly used by the Chula Vista City School District. All correspond to the skill deficiencies diagnosed in parts I and III. (CP)

ED 183 563 TM 009 867

*Rabinsky, Leatrice B. Kumar, V. K.*

**A Cross-Cultural Study in Creativity, Israeli and American Students, Grades 9 through 12.**

Pub Date- Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adolescents, *Age Differences, Biographical Inventories, *Creativity, Creativity Research, *Cross Cultural Studies, Foreign Countries, Senior High Schools, Student Characteristics

Identifiers-*Israel, Torrance Tests of Creative Thinking, United States

Differences between 50 Israeli and 87 American students in grades 9 through 12 were investigated using the Torrance Tests of Creative Thinking-Figural Form A. Results showed that Israeli students scored higher than the American students in grades 9, 10 and 12 on fluency and flexibility. Israeli students scored higher on originality only in grade 10, while American students scored higher on elaboration only in grade 11. A quadratic trend was observed for fluency, flexibility, and elaboration across grade levels over both cultures, showing higher scores in grades 10 and 11 as opposed to grades 9 and 12. (Author/RD)

ED 183 562 SP 015 829

*Poll, Carol*

**It's a Good Job for a Woman (and a Man): Why Males and Females Choose to be Elementary School Teachers.**

Pub Date-Aug 79
Note-18p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Career Choice, Decision Making, Economic Factors, *Elementary School Teachers, Equal Opportunities (Jobs), *Females, Job Satisfaction, *Males, Occupational Mobility, *Sex Stereotypes, Socioeconomic Status, *Teacher Attitudes, Teacher Employment, Teacher Salaries

Interviews of male and female teachers working in a large urban center indicate that sex and socioeconomic variables are significant reasons for becoming elementary school teachers. Males decide to become elementary school teachers late in their college years or after graduation, often as a compromise career choice. Males appear willing to cross sex-typed job lines if they see opportunities for financial rewards, good working conditions, or upward mobility. In contrast, women often decide to become elementary school teachers before entering college, because they believe it offers more financial rewards and better working conditions than other female sex-type jobs. (Author/JD)

TM

ED 183 582 TM 010 101

**The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.**

National Commission for the Proptection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report NO.-DHEW-OS-78-0012

Pub Date- 78

Note-30p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-040-00433-8, $1.50).

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Civil Liberties, *Codes of Ethics, Ethical Values, *Guidelines, Health Services, Human Dignity, Information Needs, *Research, *Research Methodology, Sampling, Scientific Methodology, Social Discrimination, *Standards

Identifiers-*Human Subject Protection

Recognizing the complex issues involved in the use of human subjects for research, the authors have outlined three ethical principles and guidelines, distinguished between research and practice, and discussed the application of the principles. In general, practice refers to interventions designed to enhance the well-being of clients and which can reasonably be expected to succeed. Research refers to activities involving hypothesis testing, drawing conclusions, and contributing to generalizable knowledge. The three principles include: (1) respect for persons, involving treating individuals as autonomous agents or providing protection for those with diminished capabilities; (2) beneficence, meaning obligatory attention to complementary actions of not harming individuals and of increasing benefits while minimizing possible harm; and (3) justice, implying the equitable distribution of derived benefits and the selection of subjects so that a particular class of persons is not systematically chosen because of easy availability, compromised position or manipulability (rather than for reasons directly related to research needs). The following requirements are also discussed: informed consent; sufficient sharing of information with subjects, including research procedures and purpose, risks and benefits, alternative procedures, and the option of withdrawing; and comprehension by the subject of this information. (MH)

**Career Education: a Statewide Assessment in Texas.**

Texas Education Agency, Austin.
Pub Date-79
Note-96p.; For related documents, see ED 164 590-591, ED 164 624-625, ED 169 132-133, and ED 170 347.
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Academic Achievement, *Career Education, *Educational Assessment, Educational Objectives, Educational Testing, Grade 8, Grade 11, *Predictor Variables, Principals, Program Development, Questionnaires, Secondary Education, *State Surveys, Student Attitudes, Testing Programs, *Test Results
Identifiers-Career Education Measurement Series Survey Test, Texas, Texas Assessment Project

Approximately 20,000 eighth-and eleventh-grade students in Texas were tested on nine career education objectives; (1) career planning and decision making; (2) occupational information; (3) job acquisition and retention; (4) work attitudes; (5) human relations skills; (6) self evaluation; (7) personal responsibilities; (8) economic factors; and (9) education-career relationship. The same test was administered to both age groups; mastery of the objective category was achieved when the student correctly answered four of the five items covering that objective. Performance was judged to be adequate, less than adequate, or deficient, according to the percentage of students achieving mastery. Greater mastery was expected from the eleventh-grade students. Test results were analyzed according to the total statewide population; the twenty geographic regions of Texas; and a number of student characteristics (ethnic group, sex, family income, and language spoken at home). Type and size of school district, reading materials in the home, homework, television viewing, grades, parental education, educational aspiration, and enrollment in special or compensatory education programs were also studied. (A summary of student performance is presented for each of the analyses made, as well as data gathered from questionnaires administered to students and principals). (GDC)

ED 183 602 TM 800 006

*Webster, Raymond E. And Others*

**Bannatyne's Recategorization in the Differential Diagnosis of Learning Disabled, Emotionally Disturbed, and Educably Mentally Retarded Students.**

Pub Date-Oct 79

Note-14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (10th, Ellenville, NY, October 24-26, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Classification, Discriminant Analysis, *Educable Mentally Handicapped, *Emotionally Disturbed Children, Identification, Intelligence Factors, *Intelligence Tests, Intermediate Grades, *Learning Disabilities, *Predictive Validity, Reading Difficulty, Testing Problems, Test Interpretation

Identifiers-*Bannatyne (A), Wechsler Intelligence Scale for Children

(Revised)

A recategorization system developed by Bannatyne to categorize subtest scatter from the Wechsler Intelligence Scale for Children-Revised (WISC-R) is used as an alternative to isolated analysis of each individual subtest. Reading disabled, learning disabled, and educable mentally handicapped students are categorized according to their performance in four areas: spatial, conceptual, sequential, and acquired knowledge. This study examined the utility of the Bannatyne recategorization system in discriminating among three groups of fourth through sixth grade handicapped students, using a stepwise discriminant fuqctions analysis on the subtest scaled scores from the WISC-R for 294 learning disabled (LD), 36 educable mentally retarded (EMR), and 71 emotionally disturbed (ED) students. The results revealed that 100% of the EMR and ED students were predicted to be labeled LD on the basis of this recategorization, while 99.7% of the LD students were predicted to be LD. (These finding are examined in relation to the use of alternative statistical methods and different diagnostic procedures to identify and classify students). (Author/GDC)

ED 183 601 TM 800 004

*Hoffman, R. Gene*

**Ability, Involvement and Climate as Multiple and Interactive Predictors of Performance. Research Report No. 21.**

Maryland Univ., College Park.; Maryland Univ., College Park. Computer Science Center.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Apr 79
Contract-N00014-75-C-0884
Note-40p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, *Classroom Environment, College Mathematics, Higher Education, Individual Differences, Perception, Performance Factors, Predictor Variables, *Student Ability, *Student Evaluation of Teacher Performance, *Student Participation, *Teaching Styles
Identifiers-*Aptitude Treatment Interaction, Checklist of Instructional Characteristics

Student ability, involvement in the class, and classroom climate created by the instructor activities were examined as multiple and interactive predictors of course performance for 915 students in 74 sections of an undergraduate mathematics course. Climate was defined in two ways: (1) as individual perceptions and (2) as shared perceptions. Two parallel analyses were conducted using the two definitions of climate. Each analysis resulted in ability, involvement, and climate contributing unique variance in the prediction of student examination performance. Climate dimensions contributing to performance were coordination of class activities, instructor skill, and the extent of critical demands (a negative relationship). The most significant difference between the two analyses was the appearance of a significant ability-coordination interaction in the analysis using shared climate perceptions. This difference was interpreted to be a result of a confounding of the interaction in the individual perceptions of coordination. The relationship between the interaction and predictive accuracy was explored. (Author/GDC)

ED 183 600 TM 800 002

*Aaronson, May And Others*

**Preschool Preposition Test Linkage with Maternal Behavior.**

Pub Date-Apr 79
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979); For related documents, see ED 137 404, ED 164 585, and ED 164 621
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Affective Behavior, Behavior Rating Scales, *Cognitive Development, Cognitive Tests, *Correlation, Intelligence Tests, Language Tests, *Mothers, *Parent Child Relationship, Physically Handicapped, Preschool Education, Preschool Tests, *Screening Tests, *Verbal Communication
Identifiers-*Preschool Preposition Test

The Preschool Preposition Test (PPT), a rapid screening test to identify delay in cognitive development of children ages 3 to 5, indicated its potential as a useful tool for the early identification of mother-child dyads in need of improving their affective relationship and verbal communications. Scores on the PPT, the Stanford-Binet Intelligence Scale, and the Peabody Picture Vocabulary Test were correlated with ratings of maternal behavior, parent-child verbal interaction, and child behavior on Bayley Test Behavior items for four samples of preschool children. Three of the samples were in home-based cognitive intervention projects; the fourth was in a preschool for physically handicapped children. Findings indicated a link between PPT scores and maternal nurturance and maternal verbal behavior with the child, factors which are often cited as related to environmentally-induced delay in cognitive development. (Author/GDC)

ED 183 580 TM 010 099

*Rodel, Lee J.*

**CAM Coordinator's Manual.**

Hopkins Independent School District 274, Minn.
Pub Date-Mar 79
Note-45p.; Appendices marginally legible; For related document, see TM 010 100.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Administrator Guides, *Computer Managed Instruction, Course Objectives, Electronic Data Processing, Elementary Education, Item Banks, Manuals, Performance Specifications, Program Descriptions, Records (Forms), *Response Style (Tests), *Student Records, Teacher Role, *Test Construction, *Testing Programs, Test Items, Validated Programs
Identifiers-*Comprehensive Achievement Monitoring, *Computer Assisted Testing, National Diffusion Network Programs

The technical implementation and operation of the Comprehensive Achievement Monitoring (CAM) system are discussed in this manual. It is written as a guide for those responsible for implementing CAM and for processing CAM-related work requests. Subjects covered include: CAM system operation summary: objectives and test items; conferencing with the teacher; test construction procedures; student response sheets/forms; and data processing system requirements. Example of CAM reports, using an Instructional Management Support System are appended. (Author/MH)

ED 183 581 TM 010 100

*Kosel, Marge Horn, Marcia*

**CAM How to Use It. A Teacher's Approach to CAM.**

Hopkins Independent School District 274, Minn.

Pub Date-Nov 77

Note-47p.; For related document, see TM 010 099; Revision of For related document, see TM 010 099; Revision of April 1973 edition.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, *Computer Managed Instruction, Course Objectives, Elementary Secondary Education, Formative Evaluation, Individualized Instruction, *Item Analysis, Program Descriptions, Review (Reexamination), *Student Evaluation, *Student Records, Teaching Guides, Testing Programs, *Test Results, Test Selection, Validated Programs

Identifiers-*Comprehensive Achievement Monitoring, *Computer Assisted Testing, National Diffusion Network Programs

A guide is presented to the various uses of Comprehensive Achievement Monitoring (CAM), a computer-based instructional management system which provides relevant data on course objectives to elementary and secondary teachers and students after students are tested. Among the uses discussed are: student coupons, which list objectives on which the students are tested; a roster list for the teacher; a group summary report which may affect curriculum development and lesson plans; evaluation of new test forms; individual student evaluation; item analysis, mainly in connection with item or curriculum revision; the embedding of standardized test items in CAM tests; individualized education, using contracts; and the identification of core objectives or placement test items. (MH)

**3 on 2 Evaluation Report 1976-1977. Volume I, Technical Report.**
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Hawaii State Dept. of Education, Honolulu.
Pub Date-Jan 77
Note-440p.; For related documents, see TM 010 090-091
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
**EDRS Price - MF01/PC18 Plus Postage.**
Descriptors-Achievement Gains, Criterion Referenced Tests, Educational Objectives, Elementary Education, *Experimental Programs, Individualized Instruction, Norm Referenced Tests, Primary Education, Program Costs, Program Effectiveness, *Program Evaluation, Self Contained Classrooms, Student Attitudes, *Summative Evaluation, Teacher Attendance, Teacher Attitudes, *Team Teaching
Identifiers-Advocate Adversary Evaluation, Hawaii, *Three on Two Approach

The first volume of this three-volume report is a technical report and is intended to describe: the process used to evaluate the 3 on 2 Program; the data collection methods and the analysis procedures undertaken; and the results of the data analysis. This volume presents specific findings and analyses, whereas the evaluative conclusions are presented in Volume II and summarized in Volume III. Chapter II of this volume describes the 3 on 2 Program in which three teachers work as a team with two classes from two grade levels. Chapter III describes the advocate-adversary approach used in the summative evaluation. Chapter IV describes the sampling procedures and the achievement testing program used. Chapter V describes the survey of student attitudes and Chapter VI describes the survey of opinions of teachers, principals, parents, and state policy makers. Chapter VII presents the evaluation of teacher absenteeism and some other teacher characteristics. The remaining chapters discuss classroom observation data, costs, archival information, and a summary of the data collected and major findings. There are 13 appendices. (CTM)

ED 183 558 SP 015 795

*Acheson, Keith, Ed. And Others*

**The Five Dimensions of Demonstration.**

Teacher Corps Research Adaptation Cluster, Norman Okla.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007501834
Note-262p.
Available from-Teacher Corps Research Adaptation Cluster (University of Oklahoma), 555 Constitiution Avenue, Norman, OK 73037
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Demonstration Programs, *Diffusion, *Documentation, Educational Needs, Information Dissemination, *Program Development, *Program Validation
Identifiers-*Teacher Corps

Intended for directors and staffs of federally funded projects, especially Teacher Corps activities, this book contains discussions of six educational concepts and processes which stem directly from the federal commitment to demonstrate'' that is made explicit in the Teacher Corps guidelines. The umbrella concept is identified as demonstration,'' with the concepts of description, development, documentation, dissemination, and diffusion as components of the larger construct. The book is divided into five sections, with each section containing a preliminary article on the central topic as well as several case studies of exemplary programs which illustrate the different aspects of the demonstration projects. An extensive bibliography is appended to the report. (Author/LH)

ED 183 559 SP 015 798

*Franc, Lillian H. And Others*

**Competency Based Education: Toward Improving Patterns of Instruction.**

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-78
Grant-G0075-20273
Note-211p.
Available from-New England Teacher Corps Network, Box 550, Durham, NH 03824
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Books (010)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Diagnostic Teaching, Individual Instruction, *Inservice Teacher Education, Learning Activities, *Learning Modules, *Performance Based Teacher Education, *Prediction, *Program Design, Program Evaluation, Social Change, Teacher Behavior, Teacher Certification

This book is designed as a basic text for gaining an understanding of competency-based education. Part one presents an overview of competency-based teacher education focusing in particular on the instructional component. An outline of the general characteristics of competency-based programs is followed by a summary of the social and historical antecedents of the competency-based movement. Part two presents a rationale for the development of the competency-based approach in preservice and inservice programs. Sample module clusters are included. The concluding section examines the future of competency-based teacher education and its potential impact on the profession. (JD)

ED 183 560 SP 015 801

*Hite, Herb McIntyre, Pat*

**Planning for Inservice Education (Revised). A Monograph.**

Western Washington Univ., Bellingham.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jul 78
Note-69p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Educational Objectives, Evaluation Methods, *Inservice Programs, *Inservice Teacher Education, *Program Development, Program Evaluation, *Program Planning

This document is part of a revised series of five publications, planning for Inservice Education, which was originally published in 1976 in five units. This introductory monograph provides a discussion of the generic principles of effective planning for inservice education programs. The contents are divided into an overview of the planning model, discussions of the purposes of inservice education and of the planning involved in the design of an inservice program, a set of three case studies of actual programs under way, and a discussion of evaluation methods used to critique inservice teacher education programs. A bibliography is appended. (LH)

ED 183 561 SP 015 820

**Reports on Demonstration, Program Evaluation, and Technical Resources. Teacher Corps Task Forces. Document I.**

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 77
Contract-300-76-0156
Note-80p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Cooperation, *Demonstration Programs, Educational Needs, Evaluation Methods, Information Dissemination, *Needs Assessment, *Program Evaluation, *Program Planning, *Program Validation, Technical Assistance
Identifiers-Local Project Operation, *Teacher Corps

A shift in the priorities set down in the Teacher Corps' rules increases the amount of time and attention paid to local projects rather than to large programs. Three Teacher Corps task forces convened to study the implications of the new rules and the realities of local project operation. The reports of the task forces are contained in this document. The groups' discussions and recommendations concerning the areas of program/project demonstration, program evaluation and evaluation methods, and technical resource use and availablity are presented. An introductory chapter examines the interactive elements in all three subject areas, and presents general recommendations concerning the organizational structures supported in the work of the three task forces. The text also suggests the need for further analysis prior to implementing additional Teacher Corps programs. (Author/LH)

ED 183 228 JC 800 120

*Cohen, Arthur M.*

**The Minority Student Controversy. Junior College Resource Review.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-6p.
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Access to Education, Ancillary Services, Basic Skills, *College Role, Community Colleges, Dropout Prevention, Educational Counseling, Educational Objectives, Ethnic Groups, Ethnic Studies, *Junior Colleges, *Literature Reviews, *Minority Groups, School Holding Power, Student Financial Aid, Student Needs, Student Personnel Services, Transfer Programs, Tutoring

Community colleges account for over half of the ethnic minority enrollments in America, and a controversy has developed over how well these students are being served. On one hand, community colleges are praised for providing open access to higher education. Critics, however, claim that community colleges track minority students into low level studies and reduce their chances of obtaining baccalaureate degrees. Indeed, this question of quality of service permeates the literature. Several ERIC documents, for example, explore the causes of minority attrition and the special services, including remedial instruction and academic counseling, that are provided to reduce this attrition. Other efforts to improve service include the Extended Opportunity Programs and Services in California and the formation of community colleges especially for minority students. Yet the resolution of the basic controversy rests on the individual's interpretation of the community college mission. If the mission is to provide educational alternatives to high risk, non-traditional students, then community colleges have been a success. If their main goal is to provide traditional instruction leading to transfer to a four-year college, the community colleges are a failure by design. Thus, the question of what is done to assist minority students is intertwined with the definition of the community college's place in higher education. (JP)

ED 183 249 PS 011 218

*Suter, Barbara And Others*

**Age, Sex, and Income Level Effects on Sex-Role Differentiation in Preschoolers.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-80
Grant-NIMH-26039
Note-35p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Age Differences, Factor Analysis, *Income, *Measurement Instruments, *Preschool Children, Preschool Education, *Sex Differences, *Sex Role, Socioeconomic Status

Sex-role differentiation in 337, 3-, 4-, and 5-year-old boys and girls, approximately equally divided into lower- and middle-income groups, was measured by five sex-role tests: (1) the Draw A Person Test (DAP); (2) Occupational Preference Test (OPT); (3) Nadelman Recall Test (NRT); (4) Toy Preference Test (TPT); and (5) It Scale for Children, Biller modification (BIT). A composite score was also used for increased reliability. In order to investigate the reliability of the measure, the study was replicated. It was hypothesized that sex-role differentiation would be evident by age 3 for boys and girls at both lower and middle-income levels; that such differentiation would increase with age; and that lower-income children would show stronger sex-role differentiation than middle-income children. The results showed that boys and girls differed significantly on all tests and the composite at each age level; that boys and girls were significantly more differentiated from each other with age on the composite score; and that the age-by-sex interaction was significant on the DAP and BIT in Study I, and the BIT, TPT, and NRT in Study II. Income level had only little effect on sex role differentiation. The findings are discussed in light of previous studies. Implications of the results for the use of sex-role tests are also discussed. (Author/MP)

ED 183 269 PS 011 244

*Hepworth, H. Philip*

**Child and Family Policy in an Anxious Society: Setting Feasible Goals for Social and Economic Development.**

Pub Date-Nov 79

Note-24p.; Paper presented at the International Year of the Child Invest in Youth and Children Conference (Vancouver, British Columbia, Canada, November 23-24, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Child Abuse, Cost Effectiveness, Day Care Services, Early Childhood Education, Economically Disadvantaged, *Economic Factors, Economic Progress, *Educational Needs, *Family (Sociological Unit), Foreign Countries, *Public Policy, *Social Change, *Social Services

Identifiers-*Canada

In a time of economic crisis, Canadians are questioning their social institutions. Major welfare programs may be dismantled under political pressure. Canadians should be cautious, though, in accepting radical, new ideas. Long-term interests may be damaged by planners' reliance on short-term social indicators. Our perceptions of social phenomena are conditioned by immediate surroundings, social agencies and mass media. Apparent change and new conditions may not be so pervasive when a long-range view is taken. For example, despite considerable social change, there has been continuity in the family. Reporters and researchers should trace linkages between social structures and local patterns of events to provide an accurate image of society. Social intervention should be based on broad social programs as has been done in the case of education. Early child health and early childhood education services should be attached to the universal education system rather than to separate agencies which operate on a case-by-case basis. Now, while the pressure of population growth is reduced, Canadians can improve their educational and social service programs rather than dismantle them. We should provide educational opportunities as a parent gives love, without stipulations, without expectation of gratitude, without automatic economic return. Substantial monthly payments to families with children should be provided. (Author/RH) best be utilized as part of a larger treatment plan in cases of child abuse and neglect. Child protective services are defined and described and reasons for considering family day care as a resource in child protection cases are discussed. The advantages for the child, the parent, and the child care worker of using family day care as a child protection service are delineated. Aspects which could contribute to maximizing the usefulness of family day care as a resource for child protection are examined, including: (1) careful selection of providers, (2) involvement of family day care providers in treatment plans, (3) examination of the protection service process, (4) administrative issues, (5) professional supports, (6) training, and (7) termination of care. (JMB)

ED 183 291 PS 011 287

*Pellegrini, A. D.*

**The Generation of Cohesive Text by Preschoolers in Two Play Contexts.**

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Comparative Analysis, *Discourse Analysis, *Dramatic Play, Interaction Process Analysis, *Linguistic Competence, *Play, *Preschool Children, Preschool Education

The process by which preschoolers generate cohesive oral text was investigated in two fields of discourse: social dramatic and constructive play. Four preschoolers, 2 boys and 2 girls, ranging in age from 51 to 60 months were observed and videotaped in their regular preschool classroom on 2 successive days during free play periods. Each child was observed for 2 fifteen-minute sessions: one social dramatic play episode and one constructive play episode. All social dramatic play took place in the center's housekeeping corner. Constructive play took place in the block corner. Utterances were transcribed verbatum, noting speakers' turns and contextual variables. Utterances were coded according to Halliday and Hasan's (1976) model of cohesion. It was found that the building of cohesive text in both play contexts was dependent upon the topic introductory utterance, the utterance which marks the beginning of a new play topic and, consequently, new text. In both contexts the predominant strategy used by children to introduce a topic was to repeat introductory utterances and key lexical elements related to the introduction. Clarification strategies were observed in social dramatic play, but not in constructive play. Social dramatic play seemed to rely upon verbally encoded play themes for sustenance. Constructive play themes were based on children jointly manipulating objects. (Author/SS)

ED 183 309 RC 011 817

*Sweatman, Jon*

**Nissitissit River Investigation.**

Project Exploration, Townsend, Mass.

Pub Date-80

Note-10p.

Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-*Affective Objectives, Course Evaluation, Curriculum Guides, Ecology, Environmental Education, *Experiential Learning, Experimental Curriculum, *Field Trips, Group Activities, Interdisciplinary Approach, *Learning Activities, *Outdoor Education, *Science Activities, Secondary Education

Identifiers-Nissitisset River, Self Evaluation (Individuals)

Prepared for the student participant, this manual guides a day's exploration of the Nissitissit River. The unit, one of several developed in conjunction with Project Exploration, has the broad goals of promoting through experiential learning in a variety of environments outside the classroom the student's self-confidence and ability to work successfully in group activities. The manual provides brief descriptions of the Nissitissit River in particular and river ecology in general and gives direction for a variety of student activities: exploration of a beaver lodge, collection and identification of aquatic insects, observation of the effect of the river on its surroundings, river depth readings, an upstream canoe race, and evaluation of the field trip experience. Specific activities include comparing insect populations in two areas of the river, recording findings on a data sheet, describing important characteristics of the areas where insects were collected, and drawing an ideal aquatic bug. The evaluation calls for each student's narrative account of his personal and educational value of the field trip. (JH)

ED 183 250 PS 011 219

*Greenspan, Stanley I. Lourie, Reginald S.*

**Developmental Structuralist Approach to the Classification of Adaptive and Pathologic Personality Organizations: Infancy and Early Childhood.**

Pub Date-79

Note-32p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adjustment (to Environment), Attachment Behavior, Child Development, *Developmental Stages, *Early Childhood, Environmental Influences, *Infancy, Intervention, Maturation, Models, *Parent Child Relationship, Personality Development, *Psychopathology

Identifiers-Behavioral Organization, *Developmental Structuralist Approach

This paper applies a developmental structuralist approach to the classification of adaptive and pathologic personality organizations and behavior in infancy and early childhood, and it discusses implications of this approach for preventive intervention. In general, as development proceeds, the structural capacity of the developing infant and child enlarges, and higher level integrating and synthesizing capacities emerge. The major assumption of a developmental structuralist approach is that the infant is capable of organizing experience at birth and that as development proceeds this capacity becomes more adaptive in regard to organizing phase-appropriate experience of a progressively greater range, stability, resilience, and uniqueness. A detailed developmental structuralist classification scheme for infancy and early childhood may be described according to stage-specific tasks. Achieving homeostasis, forming a human attachment, somato-psychological differentiation, behavioral organization, initiative, and internalization, and forming mental representations are the stages and capacities or tasks in the developmental structural model proposed. Illustrating the usefulness of this approach for understanding psychopathology and adaptation in infancy and early childhood, the stages of (1) somato-psychological differentiation and (2) behavioral organization, initiative and internalization are discussed in terms of adaptive patterns, defects or disorders, adaptive and disordered environments and prevention and treatment. (Author/RH)

ED 183 229 JC 800 125

*Miller, Susan W., Comp.*

**Resources for Working with the Handicapped: An Annotated Bibliography.**

Los Angeles Community Coll. District, Calif.

Pub Date- 80

Note-35p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Administrative Agencies, Annotated Bibliographies, Audiovisual Aids, Commuqity Agencies (Public), Community Colleges, Directories, Educational Needs, Employment Opportunities, *Handicapped Students, *Junior Colleges, Needs Assessment, Newsletters, Private Agencies, *Resource Materials, State Agencies, *Vocational Education, *Vocational Education Teachers

Resources are listed for community college vocational educators working with handicapped students. The bibliography first provides an operational definition of handicapped'' and then enumerates and annotates resources under the following topics and bibliographic forms: (1) assessment of the vocational educational needs of the handicapped, (2) model programs and projects, (3) instructional and resource materials for those providing educational services to the handicapped, (4) employment opportunities for the handicapped, (5) journal articles, (6) newsletters, (7) audio-visual materials, (8) guides and handbooks for handicapped students, (9) miscellaneous information, including directories and government publications, and (10) federal, state, and private agencies. Each entry includes availability and cost information. (JP)

ED 183 230 JC 800 126

*Miller, Susan W., Comp.*
**Resources for Achieving Sex Equity: An Annotated Bibliography.**
Los Angeles Community Coll. District, Calif.
Pub Date- 80
Note-44p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Affirmative Action, Annotated Bibliographies, Audiovisual Aids, Career Planning, Community Agencies (Public), Commuqity Colleges, Compliance (Legal), Equal Education, Equal Opportunities (Jobs), *Females, *Junior Colleges, Learning Modules, Minority Groups, Nontraditional Occupations, Private Agencies, Resource Materials, *Sex Discrimination, Sex Fairness, Sex Role, Social Values, State Agencies, *Vocational Counseling, *Vocational Education, Working Women

This annotated bibliography provides a list of resources dealing with sex equity in vocational education. The bibliography first provides operational definitions of sexism,'' sex fair,'' sex affirmative,'' sex bias,'' and affirmative action.'' It then lists resources under the following topics and/or bibliographic forms: (1) sex role definition, (2) sex equity and the law, (3) sex equity and career guidance, (4) career options for women, (5) historical and ethical perspectives of working women, (6) journal articles, (7) newsletters, (8) films, (9) filmstrips/cassettes, (10) records and tapes, (11) learning kits and games, (12) posters and displays, (13) non-print, audio-visual, and human resources, and (14) organizations and projects dealing with sex equity. The bibliography concludes with information on the availability of the enumerated resources. (JP)

ED 183 270 PS 011 247

**The Parent Partnership Program: A Report of Activities, September 1978 - June 1979.**

Philadelphia School District, Pa.
Pub Date-Jul 79
Note-28p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adolescents, Early Childhood Education, *Educational Programs, Language Arts, Mathematics, *Parent Education, Parent Participation, *Parent Workshops, *Preschool Children, Reading Skills, School Community Cooperation, *Tutors
Identifiers-*Pennsylvania (Philadelphia)

This report covers nearly three years of the Parent Partnership Program activities initiated by the School District of Philadelphia to promote parent participation in the education of their children from the age of three and onward. Three major programs were designed to achieve this goal: the Parent Partnership Program, The Books for Tots Bandwagon, and the Tutor Corps. The Parent Partnership Program offered about 335 workshops to parents in metric math, consumer redress, early childhood, and language arts. In addition, approximately 600 workshops were conducted for Books for Bandwagon, which provided paperback books and other printed materials to parents of young children to foster the development of reading and reading-related skills in the home. More than 14,825 parents of preschool children attended these workshops; coupled with the Parent Partnership Program a total number of 21,000 parents participated in these activities. The Tutor Corps program, which employed teenage tutors to work with infants, toddlers and preschool children in day care centers, not only fostered parenting behavior but also succeeded in enhancing the youqg children's development. (MP)

ED 183 292 PS 011 289

*Gash, Hugh*
**Class Inclusion and Role-Taking: Structural Mediation.**
Pub Date-Apr 80
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Children, *Egocentrism, Elementary Education, Elementary School Students, Foreign Countries, *Logical Thinking, *Perspective Taking
Identifiers-*Class Inclusion, Ireland

The mediational linkage between class inclusion and role-taking skills was investigated by studying the effects of a successive perspective-taking training technique on the consolidation of class inclusion structures. Sixty preoperational Irish boys were given two pretest measures of class inclusion and two of role-taking. They were then grouped into one of 3 conditions: role-taking training, class inclusion training, or the control group. Subjects in the role-taking training group were given Flavell's cartoon role-taking task (Flavell et al., 1968, task 1D). At each of three points in the cartoon story the subjects were asked to imagine three possible outcomes. Subjects in the control group were read a story. The mean posttest scores of the training groups were significantly superior to those of the control group for both role-taking and class inclusion. The fact that subjects trained in perspective taking improved in class inclusion lends support to the Piagetian notion of structures d'ensemble. (Author/SS)

ED 183 310 RC 011 818

*Bashore, Rose Marie Durling, Russel*

**Orienteering 77''.**

Project Exploration, Townsend, Mass.

Pub Date-80

Note-32p.

Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.75).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-Affective Objectives, Curriculum Guides, *Experiential Learning, Field Trips, Group Activities, *Interdisciplinary Approach, *Learning Activities, Lesson Plans, *Low Ability Students, Map Skills, Mathematics, *Orienteering, *Outdoor Education, Reading, Science Activities, Secondary Education, Skill Development, Units of Study, Worksheets

Course objectives, lesson plans, and student worksheets are provided in this guide for a unit introducing ninth grade students to the skills of road and topographical map reading. Designed for nonacademic students who are, in general, characterized by poor self esteem, low academic potential, and low reading ability, the unit emphasizes practical experience along with opportunities for group activity, group problem solving, and development of leadership qualities. Specific plans for each day of the six-week course give a list of necessary equipment, a statement of specific objectives for the day, a schedule of activities, and student worksheets for classroom and outdoor assignments. Problem solving activities to build small group identity and cohesiveness initiate the unit. Subsequent activities include planning road trips, planning hikes with topographical maps, and a school site direction orientation task. The unit culminates with an orienteering experience. Worksheets guide acquisition of numerous map reading skills, e.g., use of scale keys to determine distances, use of coordinates to locate cities, use of mileage tables, identification of map symbols, and direction orientation with a compass. (JH)

ED 183 311 RC 011 819

*Cotter, Kathy*

**Outdoor Living.**

Project Exploration, Townsend, Mass.

Pub Date-80

Note-26p.

Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.75).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-Activity Units, Affective Objectives, *Cooking Instruction, Course Evaluation, Course Objectives, Curriculum Guides, Experiential Learning, Field Trips, *Group Activities, *Home Economics Skills, Interdisciplinary Approach, *Learning Activities, Nutrition Instruction, *Outdoor Education, Safety, Secondary Education, *Sewing Instruction, Skill Development

Identifiers-Self Evaluation (Individuals)

Course objectives and learning activities are contained in this curriculum guide for a 16-week home economics course which teaches cooking and sewing skills applicable to outdoor living. The course goals include increasing male enrollment in the home economics program, developing students' self-confidence and ability to work in groups, and promoting awareness and conservation of the natural environment. The guide provides lists of equipment, suggestions for organizing the class, and activities for students. Activities in the sewing unit include determining the characteristics of outdoor fabrics, learning to operate the sewing machine, searing and sewing outdoor fabrics, making a stuff sack and one other item for outdoor use, and a field trip on which students try out and evaluate different styles of outdoor clothing. Carried out by small groups, the cooking activities teach various methods of outdoor cookery, safety procedures, fire building and stove operation, and preparation of nutritionally balanced meals suitable for the outdoors. Suggestions are included for a student-organized overnight field trip to test outdoor cooking skills. Evaluation forms call for the students to rate class activities as well as their own work habits and performance in class groups. (JH)

ED 183 293 PS 011 292

*Gotts, E. E.*
**Early Childhood and Parenting Research Program. Final Report.**
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant-NIE-G-0201
Note-157p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Child Rearing, *Children, Data Collection, Early Experience, Family Environment, Followup Studies, *Home Programs, Information Dissemination, *Intervention, Interviews, Low Income Groups, *Parents, Preschool Education, *Program Descriptions, *Program Effectiveness, Siblings, Surveys
Identifiers-*Home Oriented Preschool Education Follow Up Study

This final report reviews and evaluates the work completed by the Early Childhood and Parenting Research Program between June 1, 1978 and November 30, 1979. The first project described is the Home Oriented Preschool Education (HOPE) Follow-Up Study. The HOPE Follow-Up Study was designed to examine the effects of HOPE treatments on children and their families, to explore the relations between home environment and child characteristics, and to develop and refine research tools for use in the remainder of the Childhood and Parenting Research Program. The description of this study includes study location, hypotheses, design, sample selection, school data collection and analyses, preparation of parent interview and validation study, preparation and administration of child interview, and case studies and study of younger siblings. The second area described is the Regional Parenting Surveys work. This work included (1) organizing the interdisciplinary childhood and parent advisory task force, (2) planning for the base sample survey, (3) planning the model parenting program survey, (4) developing data collection instruments, (5) starting to gather data from the base sample, and (6) reviewing parenting rograms. Completion work consisting of three minor ongoing activities related to the prior development of the Aids to Early Learning is also described along with a brief look at staff recruitment and development. The report concludes by citing the major dissemination activities accomplished under this grant. Extensive appendices are included.

ED 183 271 PS 011 248

*Bough, Max, Ed.*
**Open Education Revisited.**
Evansville Univ., Ind. School of Education.
Pub Date-79
Note-48p.
Journal Cit-Journal of Children and Youth; Fall 1979
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Classroom Environment, Elementary Secondary Education, *Individualized Programs, Individualized Reading, Language Arts, Learning Modules, Mainstreaming, *Open Education, Problem Solving, School Administration, Self Esteem, Social Studies, Teacher Characteristics, Teacher Education, *Teaching Models
Identifiers-Boy Scouts of America

This journal provides 12 brief articles focused on open education. Topics explored include (1) open education and reading, (2) mainstreaming, (3) characteristics of an open teacher, (4) administration of an open concept school, (5) an existential methodology in the language arts, (6) social studies in open education, (7) open education in early childhood classrooms, (8) community-based instructional programs (Boy Scouts) as a laboratory for teacher education, (9) self-esteem, (10) using learning activity packages in an open education classroom, (11) the open classroom in the high school, and (12) implementation of problem-solving activities in a consumer research unit for seventh graders. (Author/RH)

ED 183 251 PS 011 222

*Le Bras, Herve*

**Child and Family: Demographic Developments in the OECD Countries.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date-79

Note-240p.; Tables may be marginally legible due to small print

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 (Paper, $22.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Classification, Extended Family, *Family (Sociological Unit), *Family Characteristics, Family Relationship, Family Structure, *Foreign Countries, Global Approach, *National Demography, *Research Methodology, *Research Problems, Social Problems, Tables (Data)

Identifiers-*Organisation For Economic Cooperation Development

This study of early childhood and the family in member countries of the Organisation for Economic Co-Operation and Development (OECD) employs two statistical approaches to the problem of providing an accurate picture of modern conditions of family life. A classical demographic approach to population studies is initially used, then is critiqued, and finally is replaced by an approach which employs statistics of households and families in order to build a more concrete picture of diversity in the immediate enviornment of the child. Part One of the study focuses on general data on population, the value and limitations of general data, factors of demographic evolution and childhood, the impossibility of describing the family and its cycle through demographic models, and normality and pathology of family events. The 16 chapters of Part Two, after a general discussion of households and families, comprise monographs covering aspects of family life in Belgium, Norway, Ireland, New Zealand, Switzerland, Luxembourg, Germany, Japan, The United States of America, Greece, Italy, Spain and Portugal, Finland, Sweden and Iceland, Austria, Yugoslavia, The United Kingdom and France. (Author/RH)

*Miller, Susan W., Comp.*

**Resources for Working with Disadvantaged Students and Limited English Speaking Students: An Annotated Bibliography.**

Los Angeles Community Coll. District, Calif.

Pub Date- 80

Note-56p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Annotated Bibliographies, Career Planning, Community Colleges, *Economically Disadvantaged, *Educationally Disadvantaged, Employment Problems, Information Sources, Instructional Materials, *Junior Colleges, Models, Newsletters, *Non English Speaking, Private Agencies, Program Descriptions, Resource Materials, School Holding Power, State Agencies, Student Recruitment, Teacher Education, Vocational Education

Resources are enumerated for community college personnel working with economically and/or academically disadvantaged students and with students who speak limited English. The document first provides operational definitions for these groups and then lists and discusses resources under the following headings: (1) needs assessment, (2) instruction and training of vocational and special education personnel, (3) model programs and projects, (4) student recruitment and retention, (5) employment of the disadvantaged, (6) educational and vocational information for students, (7) learning kits, simulations, and other teaching aids, (8) filmstrips, cassettes, and slides, (9) films and video tapes, (10) posters and photo aids, (11) relevant journal literature, (12) professional newsletters, and (13) government and private agencies. Each entry provides availability and cost information. (JP)

ED 183 252 PS 011 223

*Mahajan, Bal M. And Others*

**Public Playground Equipment: Suggested Safety Guidelines and Supporting Rationale for Public Playground Equipment.**

National Bureau of Standards (DOC), Washington, D.C.
Pub Date-Aug 78
Note-73p.; For related documents, see PS 011 220-221. Prepared by the Center for Consumer Product Technology. Best copy available.
Pub Type- Guides - General (050)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Design, *Equipment, Guidelines, Injuries, *Physical Design Needs, Physical Environment, Physical Facilities, *Playgrounds, *Safety, School Safety, *Standards

The purpose of these Federal safety guidelines is to reduce the severity and frequency of injury associated with public playground equipment under conditions of normal use and reasonably foreseeable misuse. Safety guidelines regarding: (1) assembly, installation, maintenance instructions and identification; (2) materials of manufacture and construction; (3) sharp points and edges, protrusions, and pinch and crush points; (4) equipment that rotates about a vertical axis; (5) entrapment; and (6) falls from equipment are suggested. The guidelines apply to playground equipment intended for use in play areas of parks, schools, institutions, multiple family dwellings, private resorts and recreation developments, and other areas of public institutional use. They do not apply to amusement park equipment, equipment normally intended for sports use, or to home playground equipment. In addition, components of equipment intended solely for use by the handicapped and necessarily modified to safely accommodate such users, are exempt from the requirement(s) applicable to those components. The supporting rationale for the specifications and requirements is extensively discussed. (Author/RH)

ED 183 272 PS 011 249

*Mayall, Berry Petrie, Pat*

**Minder, Mother and Child. Studies in Education 5.**

London Univ. (England). Inst. of Education.

Pub Date-Apr 77

Note-93p.

Available from-NFER Publishing Company Limited, Darville House, 2 Oxford Road East, Windsor, Berks SL4 1QS England (2.50 pounds).

Pub Type- Reports - Research (143) - Books (010)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Activities, *Child Care Workers, *Day Care Services, Early Childhood Education, Evaluation, *Family Day Care, Foreign Countries, Health Services, Individual Characteristics, Interaction, Interviews, Job Satisfaction, *Language Development, Mothers, Parent Child Relationship, *Preschool Children, *Quality of Life, Supervision

Identifiers-*England, *Recommendations

This book reports an observational study of the quality of care given by 39 registered childminders in four London boroughs to 40 two-year-old children (25 boys and 15 girls). Minders and most of the 28 mothers involved were interviewed at home. Children were observed both at home and at their minders' homes. Children's language skills were also assessed. Findings indicate that the quality of care provided was unacceptably low, that few minders were motivated primarily by a concern for children and that nearly 40 percent of the childminders looked after more children than they were licensed to care for. Some minders who work with children were unwell or depressed. Only one-third provided an adequate range of age-appropriate toys. Children were often kept inside even on fair days. In the interview sessions mothers and children frequently interacted but minders and children interacted infrequently. Eighty-five percent of the children were below average in language development. These inadequacies in relatively favored situations of child care are discussed in terms of poor work conditions and low pay of minders, minder-child and minder-parent relationships, health services and local supervision of child care services. Proposals for service improvement are made. Childminders' and mothers' interview forms are appended along with the childminder assessment checklist. (Author/RH)

ED 183 294 PS 011 293

*Wolf, Willavene Shigaki, Irene S.*
**The Development of Class Logic in Children from Ages Four through Ten.**
Spons Agency-New York Univ., N.Y. School of Education.
Pub Date-Apr 77
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 4-8, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, Cognitive Development, *Cognitive Processes, Elementary Education, *Elementary School Students, Generalization, Hypothesis Testing, *Logic, *Logical Thinking, Productive Thinking
Identifiers-*Syllogisms

The purpose of this study was to investigate in children from ages 4 to 10 the development of logical propositions and to determine whether or not there is a developmental sequence in children's ability to supply missing elements of syllogisms. A specially designed instrument, consisting of an equal number of items with missing major premises, missing minor premises and missing conclusions, was administered orally to each child (N 140). It was hypothesized that: (1) there will be a significant difference in the scores and proportion of students from age level to age level in the ability to supply missing syllogistic elements; and (2) there will be a hierarchy of difficulty for all subjects in supplying missing portions of syllogisms with the missing conclusion being supplied most frequently, minor premise second most frequently, and major premise least frequently. It was found that (1) there is a developmental sequence in the ability of children from ages 4 to 10 to supply missing elements of syllogisms (the younger the age, the lower is the score), and (2) there is a hierarchy of difficulty for all subjects in supplying some missing portions of syllogisms with the missing conclusion being easier than the missing major premise. These findings lead to questioning Piaget's contention that children are not able to handle formal reasoning until approximately ages 11 or 12. (Author/MP)

ED 183 312 RC 011 820

*Castellano, Richard J. Fleming, Mary Ann*

**Creative Arts.**

Project Exploration, Townsend, Mass.

Pub Date-80

Note-22p.

Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-Affective Objectives, *Art Activities, Curriculum Guides, Environmental Education, Experiential Learning, Field Trips, *Group Activities, Industrial Arts, *Interdisciplinary Approach, *Learning Activities, *Outdoor Education, Sculpture, Secondary Education, Skill Development, Team Teaching, Woodworking

Identifiers-*Adventure Education

Educational goals and objectives, student activities, and visual aids are included in this guide to a three-dimensional design unit that combines creative art and industrial arts skills. Course goals include challenging students' creative skills, encouraging student interaction and successful group work, and providing an atmosphere of fun and adventure. Specific educational objectives relate to skillful use of handtools, identifying native New England trees, and completing three-dimensional designs in wood. A schedule for the 10-week unit outlines activities including two field trips to collect raw materials for wood carving, team work (two art students, two industrial arts students) on wood sculptures, designing and building totem poles, and exhibiting class projects. Student materials provided in the guide are forms for self evaluation and peer evaluation of design projects, an excerpt from Three Days to See'' by Helen Keller, and illustrations used to develop design skills. A teacher evaluation lists successful outcomes of the course, emphasizing the role of field trips, group work, and interdisciplinary teaching. (JH)

ED 183 313 RC 011 821

*Vignola, H. George*
**Climbing.**
Project Exploration, Townsend, Mass.
Pub Date-80
Note-8p.
Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).
Pub Type- Guides - Classroom - Teacher (052)
**Document Not Available from EDRS.**
Descriptors-*Course Evaluation, Course Objectives, Curriculum Guides, Experiential Learning, Field Trips, Group Activities, Interdisciplinary Approach, *Language Arts, *Learning Activities, Low Ability Students, *Outdoor Education, *Physical Activities, Secondary Education, Self Expression, Skill Development
Identifiers-*Adventure Education, *Rock Climbing

Goals and objectives, student activities, and a detailed course evaluation are provided in this guide for an English unit in which a rock climb serves as the basis for learning about different forms of literature and improving written and oral communication skills. The unit, designed to give below-average students an opportunity for success in school, has the following goals: completion of reading and composition assignments, use of time spent working on assignments as the criterion for grading, and participation in a one-day rappeling and rock climbing activity. Educational objectives are enumerated for each goal. A class schedule outlines activities for the 10-week unit. The first three weeks prepare students for the rock climb through reading true life-experience literature, viewing films, and practicing knot tying and belaying; activities following the climb include writing a personal experience and organizing a slide presentation about the climb. A teacher evaluation summarizes successful outcomes of the unit, reports specific information about the accomplishment of each objective, and suggests ways to improve participation in the rock climb, i.e., more and better preliminary activities to arouse interest and acquaint students with the skills necessary for the climb. (JH)

ED 183 295 PS 011 295

*Schunk, Dale H.*

**Self-Efficacy in Achievement Behavior.**

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Arithmetic, *Attribution Theory, Division, Elementary Education, *Elementary School Students, *Independent Study, Instruction, *Low Achievers, *Modeling (Psychological), Self Evaluation, Skill Development, Teaching Methods

The purpose of this study was to test several hypotheses from self-efficacy theory in the area of children's arithmetic achievement. Fifty-six elementary school children showing low arithmetic achievement were assigned to one of four treatment groups of 12 subjects each (modeling-attribution, modeling-no attribution, didactic-attribution, didactic-no attribution) or to a nontreated control group of 8 subjects. In the cognitive-modeling treatment, children observed as an adult verbalized aloud the solution strategies to division problems contained in the explanatory pages of their packet. In the didactic treatment, children studied the same explanatory pages on their own, after which they worked the practice problems. For children assigned to the modeling-attribution and didactic-attribution conditions, the trainer attributed their successes to high effort and their difficulties to low effort on the average of once every 5 minutes during the practice phase of each of the training sessions. Results showed that both instructional treatments enhanced division persistence, accuracy, and perceived efficacy, but cognitive modeling was more effective in promoting skill development. In the context of competency development, effort attribution had no significant effect either on perceived efficacy or on arithmetic performance. Perceived efficacy was an accurate predictor of arithmetic performance across levels of task difficulty and modes of treatment. The treatment combining modeling with effort attribution produced the highest agreement between efficacy judgment and performance. (Author/JMB)

ED 183 273 PS 011 250

*O'Connell, Dorothy, Comp. And Others*

**Research Relating to Children. Bulletin 42: September 1978-February 1979.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.

Pub Date-Feb 79

Contract-OCD-CB-02

Note-189p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-090-00048-8, $5.00)

Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, Child Rearing, *Children, Cultural Factors, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, *Research Methodology, Social Services, Socioeconomic Influences

This bulletin, number 42, provides an inventory of abstracts of ongoing or recently completed research studies relating to children. Bibliographic sources of the bulletin include ERIC documents, journal articles, books, reports, and conference papers. Citations are entered under the following categories: long-term research, growth and development, special groups of children, the child and the family, socioeconomic and cultural factors, educational factors and services, social services, and health services. Only research reported between September 1978 and February 1979 is included in this issue of the Bulletin. (Author/RH)

ED 183 274 PS 011 257

*Cline, Marvin G.*

**On the Development of Social Competence.**

Pub Date-Oct 79
Note-22p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Development, Egocentrism, *Interpersonal Competence, *Measurement, Peer Influence, Perspective Taking, *Preschool Children, Preschool Education, *Prosocial Behavior, *Research Problems
Identifiers-*Social Cognition

One of the important factors contributing to the current interest in the development of social competence in preschool children is the acceptance of such competencies as appropriate outcomes in the evaluation of preschool intervention programs. Measurement of social competence is still in an early stage of development. One problem is that behavioral descriptions are not easily applied to measurement of social competence. Another problem is that certain behaviors, such as pro-social behaviors, occur so rarely in the natural spontaneous events of the nursery school that measurement is almost impossible. Until recently there has been little research on basic cognitive processes involved in the development of social behavior in very young children. Lack of attention to young children was due to evidence which seemed to indicate that very little social development was possible until after the shift to cognitive operations which occurs when children are between 5 and 7 years of age. Recent work, however, suggests that major shifts in social competence do take place in the 3-5 year age period, and that this is a particularly fruitful time to focus new measurement approaches. (Author/SS)

ED 183 253 PS 011 224

*Ashby, Gerald And Others*

**Evaluation of the Span Parent Workshop and the Operation of Span Groups.**

Queensland Univ., Brisbane (Australia). Dept. of Education.

Spons Agency-Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date-Sep 79

Note-106p.; No. 8 in a series on the evaluation of the Queensland Pre-School Coorespondence Program; For related documents, see ED 125 764-765, ED 151 101, ED 156 322, ED 162 733, and PS 011 228

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Demography, Family School Relationship, Foreign Countries, Instructional Materials, *Parent Attitudes, *Parent Education, *Parent Participation, Parent Role, *Parent Workshops, Preschool Education, *Preschool Programs, *Program Evaluation, Questionnaires, Rural Education

Identifiers-*Australia, Playgroups

This report covers studies carried out in 1976 and 1977 into the conduct of parent workshops and the operation of preschool education groups in the Span program, a program for geographically isolated families in Queensland, Australia. The 1976 workshop was designed to increase parents' knowledge, skills and participation in playgroups for their children. The evaluation of the workshop employed questionnaires, interviews and observation of Span groups. In 1977 an evaluation questionnaire was administered to workshop participants to obtain background information on mothers, their reasons for attending the workshop and their playgroup experience. Structured individual and group interviews later were conducted with 357 Queensland parents attending Span groups. The individual interview focused on demographic characteristics, Span group characteristics, previous involvement of parents in other organizations, and attitudes about the Span workshop. Group interviews sought parent opinion on topics ranging from group characteristics such as meeting place and ages of children present, to group policies concerning supervision and parental responsibilities. Among the conclusions, it was found that in general parents perceived that their children benefited from social contact with age peers but did not see positive program effects on their home situations. Span program materials, evaluation instruments and supplementary data are included in 12 appendices. (Author/RH)

**Family Health and Family Planning.**
International Children's Centre, Paris (France).; World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date- 78
Note-304p.; Best copy available.
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
**EDRS Price - MF01/PC13 Plus Postage.**
Descriptors-*Administrator Education, Adolescence, Birth, Child Development, Diseases, *Family (Sociological Unit), *Family Health, *Family Planning, Health Education, Health Services, *International Programs, Pregnancy, Program Descriptions, Program Evaluation, Sex Education, Sexuality, Social Attitudes, *Socioeconomic Influences

This document is made up of a selection of some of the papers distributed to participants in courses on Family Health and Family Planning'' which have been organized each year since 1973 by the International Children's Center and the World Health Organization Regional Office for Europe. Six courses, held between 1973 and 1978, brought together a total of 120 participants from twenty countries (for the most part around the Mediterranean) many of whom hold responsible positions at regional or national level in the health services. The following issues were covered in these courses: factors affecting family health, control of human reproduction, pregnancy and contraception in adolescence, problems of sterility, breast-feeding, sexually-transmitted diseases, sexology, health education, integration and evaluation of family planning, and finally-the role and training of personnel. (Author/MP)

ED 183 232 JC 800 128

*Miller, Susan W.*

**Achieving Sex Equity at Community Colleges: An In-Service Training Module on Recruiting and Retaining Students in Courses That Are Nontraditional for Their Sex.**

Los Angeles Community Coll. District, Calif.

Pub Date- 80

Note-42p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Community Colleges, Compliance (Legal), Curriculum Problems, Definitions, Faculty Development, Federal Legislation, Females, Inservice Programs, Job Placement, *Junior Colleges, *Nontraditional Occupations, *Sex Discrimination, Sex Stereotypes, Student Recruitment, Vocational Counseling, Vocational Education, *Vocational Education Teachers, *Workbooks

An in-service training module is presented that is designed to assist community college vocational instructors in recruiting and retaining students in courses that are non-traditional for their sex. The workbook first presents a rationale for the implementation of sex affirmative programs in vocational education, discussing gender stereotypes and the inequitable position of women in the labor force. This is followed by a list of terms and definitions needed to familiarize educators with the terminology of sex equity in education. Relevant legislation is then identified and discussed to provide a working knowledge of the legal aspects of sex discrimination in educational and work settings. Administrative and curricular practices which retard sex equity at community colleges are then identified and specific steps to promote sex equity in vocational programs are enumerated. These steps include the active recruitment of students, the elimination of sex bias in course content and materials, and the provision of non-biased vocational counseling and job placement services. Worksheets and exercises are provided throughout the workbook. (JP)

ED 183 233 JC 800 129

*Miller, Susan W.*

**Teaching Career/Life Planning: An In-Service Training Module for Teaching Affective Career/Life Planning Skills.**

Los Angeles Community Coll. District, Calif.

Pub Date- 80

Note-50p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Career Planning, Community Colleges, Compliance (Legal), Definitions, Employment Interviews, Faculty Development, Federal Legislation, Information Sources, *Inservice Teacher Education, Job Application, *Job Search Methods, *Junior Colleges, Self Actualization, Self Evaluation, State Legislation, Vocational Counseling, Workbooks

Identifiers-Resumes

This workbook provides an in-service training module designed to assist community college educators and counselors in teaching effective planning skills for successful job hunting and employment. A rationale for career/life planning is followed by a discussion of the terminology and the processes involved in establishing life goals and designing strategies to achieve them. The workbook then describes selected federal and state equal opportunity legislation relating to employment and provides a list of questions that may and may not be legally asked at a job interview. Next, exercises and guidelines are suggested to help students organize internal/personal data and present a positive self-image. Included in this section are questions for personal trend analysis, a self-assessment inventory, a worksheet for the analysis of personal time management, tips for presenting oneself at a job interview, and methods of effective resume presentation. External sources of career information are then identified and methods of helping students organize information and achieve their goals are discussed. A bibliography of career resource directories is included. (Author/JP)

ED 183 234 JC 800 134

*Doty, Charles R.*

**New Jersey State Advisory Council on Engineering and Technology: Program Proposal Guidelines and Criteria.**

New Jersey State Dept. of Higher Education, Trenton.

Pub Date-79

Note-11p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Criteria, Engineering Technology, *Guidelines, Higher Education, Program Descriptions, Program Development, *Program Proposals, *Program Validation, *State Colleges, State Departments of Education, *State Standards, *Technical Education

Identifiers-*Proposal Writing

Guidelines and criteria are presented for use by New Jersey colleges in preparing proposals for the modification, expansion, or creation of engineering and technology education programs. The document first outlines the minimum components of the formal proposal, which include: (1) title page; (2) letter of transmittal; (3) abstract; (4) table of contents; (5) backgrouqd, which covers institutional history, coordination within the state, similar programs in New Jersey, available facilities and equipment, tuition and projected costs, and a program description; (6) justification for the program, which considers manpower data, task force reports, the State Master Plan, and the estimated size of the program; (7) program operation, which includes location, sponsor, administration, students, articulation, credit, requirements, and accreditation sought; (8) curriculum, which outlines basic science, non-technical, technical, theory, and laboratory requirements, as well as course descriptions and prerequisites; (9) cost analysis, which covers facility construction and alteration, equipment, supplies, maintenance, staff, funding base, and evaluation system; (10) reporting system, and (11) the implementation schedule. Criteria for each element in these components are then identified and defined. The document concludes with an illustration of the proposal taxonomy. (JP)

ED 183 255 PS 011 226

*Doxiadis, Spyros, Ed.*

**The Child in the World of Tomorrow: A Window into the Future.**

Pub Date-79

Note-549p.; Proceedings of the Athens Symposium on the Child in the World of Tomorrow (Athens, Greece, July 1978)

Available from-Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($33.00)

Pub Type- Books (010) - Collected Works - Proceedings (021)

**Document Not Available from EDRS.**

Descriptors-*Child Development, Child Rearing, Children, Community, Culture, Decision Making, *Education, *Environmental Influences, Family Environment, *Futures (of Society), *Health, Laws, Mental Development, Nutrition, *Parent Child Relationship, Parent Role, Planning, Political Socialization, Religion, School Policy, Socialization, Teachers

Identifiers-*Athens Symposium on Child in World of Tomorrow

This book is the product of an international symposium on the child in the world of tomorrow which took place in Athens the first week of July 1978. Contributors come from more than 10 scientific disciplines, among them pediatricians, architects and town planners, sociologists, economists, teachers, and politicans. Participants came from all five continents, including many representatives from the Third World. Among the topics explored are: (1) possible social and physical environments of the future; (2) the child and the family; (3) education, including parents' and society's role in education; (4) child health, health care and nutrition; (5) perspectives on the community and home environment of the child; and (6) the relationship of the state to its population of children. This book is a nearly complete record of the symposium; all contributions to the 16 plenary sessions are reported (though some are abbreviated); and all of the papers discussed in the 15 special sessions are referred to, together with the comments of a number of the participants in these sessions. The name and address of all 158 contributors to the book are appended. A list of all papers presented to the special sessions is added to the report of each session, and a book of abstracts of these papers is available from the Institute of Child Health, Athens 617, Greece. (Author/RH)

ED 183 296 RC 010 496

*Wilson, James A., Comp.*

**Tejanos, Chicanos & Mexicanos: A Partially Annotated Historical Bibliography for Texas Public School Teachers.**

Southwest Texas State Univ., San Marcos.

Spons Agency-Texas Education Agency, Austin. Office of International and Bilingual Education.

Pub Date-74

Note-103p.

Pub Type- Reference Materials - Bibliographies (131) - Historical Materials (060)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-American Indians, Biculturalism, Bilingualism, Braceros, Civil Rights, Colonialism, Culture Conflict, Economics, Educational Needs, Government Role, Immigrants, Instructional Materials, Labor Conditions, *Land Settlement, Literature, *Mexican American History, *Mexican Americans, Politics, Quality of Life, Revolution, Secondary Education, Self Concept, *Social History, Socioeconomic Background, *State History, War

Identifiers-Chicanos, Mexico, *Texas

Intended for classroom teachers on the secondary level, the historical bibliography cites 581 publications which can be obtained from bookstores, public and university libraries, and through inter-library loans. Although the materials, published between 1899 and 1973, stress Texas themes, material on the greater Southwest and the nation is included. The materials are divided into 10 sections. The first two sections consider reference works and general studies. Sections three through nine are devoted to the following chronological periods: the period before the white man came to Mexico and Texas; 1519-1821; 1821-1836; 1837-1848; 1848-1920; 1920-1945; and 1945 to the present. The concluding section is a catch-all which presents sociological and literary works, as well as classroom aids. Each section includes an introduction which conveys some general knowledge of the period and its significance. Entries are numbered and, in most cases, annotated; volumes available in paperback form are identified by the symbol (p). Topics include myths, missions, settlements, life and law, Indian policy, politics, government, the War of 1836 in Texas, manifest destiny, Anglo-American colonization, economics, immigration and labor, depression and deportation, educational conditions and needs, civil rights, attitudes, trends of and reactions to immigration, self-images, and mental health. An author index is provided. (NQ)

ED 183 314 RC 011 825

*Nice, Trish*

**Project Exploration. A Ropes Course Curriculum Guide.**

Project Exploration, Townsend, Mass.
Pub Date-80
Note-33p.
Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($3.95).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors-Affective Objectives, Community Support, Curriculum Guides, Educational Innovation, Educational Philosophy, *Experiential Learning, *Games, *Group Activities, Group Dynamics, Individual Development, Learning Activities, *Outdoor Education, Physical Activities, *Physical Education, Public Relations, Safety, Secondary Education, Skill Development, Student Responsibility, Teacher Responsibility
Identifiers-*Adventure Education, *Rope Courses, Staff Development

A year-long adventure physical education program is described in this guide, which contains objectives, activities, and information about community support and staff development that applies to this, or any, innovative program. Chapter I discusses the philosophy of experiential learning and lists program objectives, which include developing balance, agility, and coordination; students' ability to work successfully in groups; appreciation of the natural environment; problem solving skills; and self confidence. Chapter II describes the program elements: warm-up exercises, balance activities, initiative problems, cross couqtry skiing, and games of a noncompetitive or friendly competitive nature. Chapter III covers the developmental sequence of class activities and suggests ways to adapt activities to special weather conditions and to group and individual needs. A class schedule lists activities by month (September through June) and refers the reader to separate publications ( Cowtails and Cobras'' and The New Games Book'') for directions for specific activities. Chapter IV discusses staff and student responsibilities for safety and lists specific belaying procedures used for climbs. The final chapter offers suggestions for maintaining staff morale and enlisting community support for a ropes course or similarly innovative program. (JH)

ED 183 315 RC 011 827

*Pinkau, Irene*

**Serving Human Needs...A Study of the Role of Development Services and Their Cooperative Relationships. Special Report.**

Charles F. Kettering Foundation, Dayton, Ohio.
Pub Date-79
Note-36p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Agency Role, *Citizen Participation, Community Development, Community Services, Continuous Learning, Developed Nations, *Developing Nations, Development, *Educational Opportunities, Educational Programs, Education Work Relationship, *Employment Opportunities, Foreign Policy, Interagency Cooperation, Program Evaluation, *Rural Development, Services, Social Services, Technical Assistance, Voluntary Agencies

The scope of Western development service organizations includes acting as employment organizations assuring work experience; educational organizations building skills and knowledge; and nonelitist participatory organizations promoting citizen involvement. The organizations provide the following general kinds of services: (1) training and employment schemes; (2) study services to give higher education students a better understanding of social problems while they serve a local community; (3) social and technical development services to upgrade life in individual communities using volunteer help; and (4) foreign volunteer services to help meet demands for trained manpower. Development programs should be assessed by the degree to which they serve as both cultural and developmental institutions to satisfy basic human needs, improve economic conditions, and provide opportunities for social and political participation. Development services generally evolve from a stage of interagency coexistence and non-cooperation to one of foreign assistance, and finally to an ideal partnership in which mutuality, equality, and reciprocity are stressed between agency and host country. Self-reliance of the host country is particularly important in development cooperation. Requests for foreign personnel by Third World countries will decline as demands rise for programs of two-way opportunity between developing and industrialized nations. (SB)

*Myers, Ray*
**Recreative Arts Outdoor Education.**
Dallas Independent School District, Tex.
Pub Date-76
Note-147p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Activities, Archery, Camping, Course Content, *Experiential Learning, *Field Experience Programs, Field Instruction, First Aid, Geographic Regions, Instructional Materials, *Interdisciplinary Approach, *Outdoor Education, Recreational Programs, Resource Materials, Safety Education, Science Education, *Secondary Education, *Units of Study
Identifiers-Boating Safety, Dallas Independent School District, Fishing, Horseshoe Pitching, Hunter Safety, Survival Skills, *Texas

Emphasizing an interdisciplinary, experiential learning approach, this curriculum guide is designed for a one year recreative arts-outdoor education course for high school students in the Dallas (Texas) Independent School District. The course objective is to develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting; study of the environment is basic to the course. The nine four-week units include identification of all Texas fish and wildlife, the American Red Cross Standard First Aid Course, the Texas Hunter Safety Program, archery, survival, camping, boating safety (Texas Skippers Course), casting and angling in Texas, and horseshoe pitching. Each topic in a unit is described in terms of goals, projects, and activities. Resources and supporting materials for both teachers and students are detailed and include films, filmstrips, maps, periodicals, pamphlets and books. The units devoted to first aid and huqter and boating safety can result in student certification by the appropriate organization upon successful completion and testing. (NEC)

ED 183 276 PS 011 260

*Gross, Bruce Winett, Sheila G.*

**Standards for Foster Family Services Systems for Public Agencies. Revised Edition.**

American Public Welfare Association, Washington, D.C.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-OCD-CB-134
Note-88p.; For User's Guide, see PS 011 261
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Administration, Caseworker Approach, Certification, Child Advocacy, Citizen Participation, Civil Rights, Community Development, *Foster Family, Information Systems, *Management Systems, Personnel, Planning, *Program Development, *Program Evaluation, *Social Services, *Standards

The standards presented here, a revision of the standards published in 1975, are intended to serve as uniform, national criteria by which public agencies can develop and assess the adequacy of their foster family services system. Major changes from the earlier standards include reduction of the number of standards, combination of the basic and goal standards to formulate a single standard, development of additional standards, adoption of new terminology, and publication of a separate users' guide. Aspects addressed in the standards are: (1) comprehensive legal base, (2) administration and service support system, (3) planning and review of the foster family services system, (4) staff, (5) prevention of a placement, (6) rights of foster children, their parents, and foster parents, (7) service planning and case review, (8) preplacement, placement, and postplacement services, (9) purchase of services, (10) standards development and licensing, (11) recruitment, selection, and development of foster families, (12) community development, (13) citizen participation, (14) program manual and guide materials, and (15) information systems and case recording. A glossary, usage guide, and cross reference guide are also included. (JMB)

*Sapir, Selma G.*

**Acquisition of Developmental Milestones in Young Children: Educational.**

Pub Date-Jun 76
Note-10p.; Paper presented at the Conference on Child Development: A Month of the Child'' (New York, NY, June 16, 1976).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Child Development, *Children, *Cognitive Development, *Developmental Stages, *Language Development
Identifiers-*Piaget (Jean)

Children's acquisition of developmental milestones is examined within the framework of a developmental-interactive system. Piaget's stages of cognitive development are reviewed and developmental aspects of language acquisition including inner language and expressive language are discussed. (JMB)

*Carter, Keith A. Beaulieu, Lionel J.*

**Consequences of Migration for the Socioeconomic Structure and Institutional Structure of Communities.**

Pub Date-80
Note-39p.; Paper presented at the Annual Meeting of the Rural Sociology Section of the Southern Association of Agricultural Scientists (Hot Springs, AR, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Community Change, Community Leaders, Community Problems, *Community Size, Demography, *Institutions, *Migrants, Migration Patterns, Needs Assessment, *Resource Allocations, Rural Areas, *Socioeconomic Status, Urban Areas
Identifiers-Florida

Although the institutional structure of destination communities may remain unchanged by migration, the socioeconomic structure may be directly affected. Data from a statewide survey in Florida indicate that interstate migrants (who have lived in Florida less than 5 years), intrastate migrants (who have lived in Florida more than 5 years but in the same community less than 5 years), and nonmigrants have similar priorities regarding community needs, regardless of the size of the destination community (less than 2,500; 2,500 to 50,000; or more than 50,00 population). However, the different types of migrants have different concepts of what constitutes serious community problems and where financial resources should be spent. When the individuals in various community roles change due to migration, the community's socioeconomic structure may also change. This may alter the manner in which community needs are addressed. The greater the difference between migrants and nonmigrants, the greater the impact of migration on the destination community. (SB)

ED 183 317 RC 011 836

*Wachtel, Betsy Powers, Brian*

**Rising Above Decline.**

Institute for Responsive Education, Boston, Mass.
Spons Agency-Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date-Aug 79
Note-200p.
Available from-Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA 02215 ($4.50)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Board of Education Role, *Case Studies, Community Control, Commuqity Involvement, Cooperative Planning, *Declining Enrollment, Educational Finance, Elementary Secondary Education, Enrollment Trends, Mergers, Parent Participation, *Parent Reaction, Public Relations, Rural Schools, *School Closing, School Community Relationship, *Small Schools

Community responses to the problem of declining school enrollments form the central focus of this volume. Describing how a number of communities have dealt with the controversy associated with school closings, mergings, and program cutbacks, the book seeks to benefit other communities facing similar situations. It begins by describing the typical'' power struggle that often ensues when a school board decides to deal with rising costs and declining enrollments by closing a number of schools. It describes the disadvantages parents and other commuqity groups face in such a situation, especially in regard to information availability. The book also explores how racial overtones are often present because of the inclination to close the older, dilapidated schools usually found in the poorer sections of town. The book underscores the need for the community and school board to work together rather than at cross-purposes. Six case studies report on how both rural and urban school districts have faced school closings and so describe events in two small Iowa communities; Salt Lake City; Skokie, Illinois; the San Francisco Bay Area; Lexington, Massachusetts; and Boston, Massachusetts. The final chapter gives suggestions on how citizens can develop their own sophisticated and informed strategies for dealing with the technical and political dimensions of declining enrollment. (Author/DS)

*Thompson, Merle O'Rourke*

**Writing Anxiety and Freshman Composition.**

Pub Date-79
Note-10p.; Paper presented at the Annual Meeting of the Northeastern Conference on English in the Two Year College (Pittsburgh, PA, October, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Anxiety, *Attitude Tests, Community Colleges, *Composition (Literary), Diagnostic Tests, Educational Strategies, *Interdisciplinary Approach, Junior Colleges, Language Skills, Rhetoric, *Writing Skills
Identifiers-*Thompson Writing Attitude Survey, *Writing Anxiety

In dealing with destructive writing anxiety as opposed to the creative tension experienced by successful writers composition teachers must identify the fears associated with writing and design ameliorating classroom activities. Two well-documented tests, the Daly-Miller Appreciation Test and the Thompson Writing Attitude Survey (TWAS), can be used to identify writing attitudes and the causes of anxiety. These causes include lack of skills, lack of knowledge about the writing process, fear of revealing oneself, fear of structuring thoughts, fear of the blank page, and fear of being evaluated. While several corrective strategies have been tested, including the elimination of compulsory writing and consultations with individual students, composition teachers can achieve more success by teaching language studies as well as writing. This approach draws from seven disciplines: (1) philosophy, for an understanding of the use of symbols; (2) anthropology, for an appreciation of the role of words and structure in the thinking process; (3) grammar, to demonstrate the possibilities of sentence manipulation; (4) semantics, to illustrate the difference between meaning and structure; (5) psychology, to reveal the connection between writing and learning; (6) lexicography, for a better understanding of standard English; and (7) rhetoric, for an understanding of the writing process. (The TWAS is included.) (JP)

ED 183 256 PS 011 228

*Ashby, Gerald And Others*

**The Pre-School Correspondence Program: An Overview. Revised Edition.**

Queensland Univ., Brisbane (Australia). Dept. of Education.

Spons Agency-Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date-Sep 78

Note-118p.; No. 2 in a series on the evaluation of the Queensland Pre-School Correspondence Program; For related documents, see ED 125 764-765, ED 151 101, ED 156 322, ED 162 733 and PS 011 224. Best copy available.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Correspondence Courses, Educational Objectives, *Educational Planning, Foreign Countries, *Instructional Materials, Parent Participation, Preschool Education, *Program Design, Program Guides, *Rural Education

Identifiers-*Australia (Queensland)

This program overview discusses the aims and organization of the Preschool Correspondence Program (PSCP) in Queensland, Australia, accenting the development of the Correspondence Unit within the Preschool Education Division of the Queensland Department of Education. Four functions of preschool education, conditions seen to be necessary for the fulfillment of the functions, and implications for the PSCP are discussed. Program planning options are described. A decision was made to implement a flexible uniform program from a central facility. Key aims and principles of the PSCP are listed and core program materials,

administrative structures and the development of parent organized play groups are reported. Major thrusts of planned program evaluation efforts are indicated. Eleven appendices, comprising four-fifths of the document, provide an initial statement of PSCP intentions and procedures and program materials including a parent contact information booklet, a resource book for parents, teaching guides, work sheets, a story book, transcriptions of taped songs and poems, a teacher information sheet, and guides for setting up a parent organized play group. (Author/RH)

ED 183 277 PS 011 261

**Standards for Foster Family Services Systems for Public Agencies: User's Guide.**

American Public Welfare Association, Washington, D.C.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-OCD-CB-134
Note-25p.; For revised standards, see PS 011 260
Pub Type- Guides - General (050)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Foster Family, *Management Systems, *Program Evaluation, Resources, *Social Services, *Standards

This users' guide provides a structured methodology to assist public agencies in using the revised Standards for Foster Family Services Systems'' as a self-assessment tool. The first section, which deals with data sources, lists the types of written information which agencies need to apply the standards as assessment criteria and indicates the job titles of individuals who might be able to provide that information. The second section focuses on the description of data, providing a description of each named data source to assist users in finding data labeled differently by different localities and states. The third section provides some key or opening questions for each standard that users can ask as they examine the data and conduct their assessment.

(JMB)

ED 183 278 PS 011 262

*Craycraft, Kenneth*

**Adapting to a New or Changing Environment.**

Pub Date-Nov 79

Note-9p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Activity Units, Adjustment (to Environment), Early Childhood Education, Elementary School Students, *Interpersonal Competence, Kindergarten Children, *Self Concept, *Speech Communication, *Student Adjustment

The purpose of this outline of a 4-6 weeks unit is to assist pupils (K-2) in adapting to a new or changing environment. Its goals are to: 1) help each student acquire a better self-image and realization of his or her worth as an individual; 2) create an environment that promotes a feeling of personal security for each child, free from anxiety and fear of failure; 3) promote good interpersonal relationships, especially building skills in the areas of cooperation, communication and empathy; and 4) strengthen oral language development, vocabulary as well as verbal skills. Ten behavioral objectives are specified (e.g., The student will be able to name three things that make him or her feel good.''); needed classroom materials are listed (e.g., puppets, mask, costumes); and operational procedures are spelled out. There are suggestions for teacher behavior, role playing scenarios, and activities to promote communication skills. Also provided are recommended supplementary sources containing similar units, references, and a final note indicating that this unit can be used with special needs children. (Author/MQ)

ED 183 298 RC 011 574

*Myers, Ray H.*
**Outdoor Education in Texas.**
Riverside Press, Inc., Dallas, Tex.
Pub Date-75
Note-16p.; Not available in paper copy due to small print size
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Activities, Camping, Clubs, Cocurricular Activities, Community Involvement, Conservation Education, *Course Descriptions, *Curriculum Development, Environmental Education, Experiential Learning, *Field Experience Programs, Field Instruction, Interdisciplinary Approach, *Outdoor Education, Parent Participation, Recreational Activities, Recreational Programs, Resource Materials, Safety Education, *Secondary Education, Student Organizations
Identifiers-*American Outdoor Education Project, *Texas

In Dallas in 1970, high school outdoor education began as a cocurricular woods and waters boys' club sponsored by a community sportsman. Within one year, it grew into a fully accredited, coeducational, academic course with a curriculum devoted to the study of wildlife in Texas, ecology, conservation, huqting, firearm safety, fishing, boating and water safety, camping, hiking, archery, and cycling. By 1974 the ability of this program to foster lifelong interests in the outdoors and to teach responsible environmental behavior and attitudes led sportsmen's clubs, companies in the outdoor industry, and the Safari Club International Conservation Fund to form The American Outdoor Education Project. The Project's goal is to promote outdoor education classes and clubs in all public and private schools, colleges and universities nationwide. The report describes the Project's progress: outdoor education programs proposed in 50 Texas schools, establishment of a Colorado pilot program in Fort Collins, and numerous nationwide workshops and presentations. The report also provides guidelines for establishing an outdoor education course including teacher qualifications, fields of study, goals and objectives, activities and skills, a tentative curriculum guide, and names of resource organizations and individuals. A section on how to establish a complementary woods and waters club provides information on leadership, program content, officers, meetings, conduct, and financing. (NEC)

ED 183 248 PS 011 215

*Smith, David G.*

**The International Year of the Child - 1979: 'More of Same' or Radical Critique? Curriculum, Media & Instruction Occasional Paper No. 8.**

Alberta Univ., Edmonton. Faculty of Education.
Report NO.-CMI-OP-8
Pub Date-79
Note-16p.
Available from-Secondary Education Publications, Department of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($1.50)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adults, *Child Development, *Childhood Needs, Children, *Global Approach, *Research Problems, *Social Science Research
Identifiers-*Epistemology, *International Year of the Child, *Phenomenology

Delegates to the Canadian planning meeting of the International Year of the Child showed most interest in attending workshops on the topic of children in the international context (rather than in a single country context) and least interest in the topic of research. These choices may reflect a realization that (1) if we are to uqderstand our own situation with children more clearly we must stop looking only at ourselves and our children and come to view 'Ourselves' more in the context of 'Others', and that (2) more and more people are sensing that traditional research regarding children is incapable of shedding light on the fundamental questions we face with children today. The inadequacies of traditional research are linked with its epistemological stance. Phenomenology presents a radical critique of this stance and suggests the sense in which an understanding of ourselves as children and adults must involve a recognition of the intersubjectivity of human existence and our dependence on one another for a sense of our own Being. To see the world intersubjectively means that we cannot more fully understand ourselves simply by more intensive introspection about our own localized situations. We need to spend more time in dialogue with those who seem most different from us. (Author/SS)

ED 183 247 PS 011 196

*Yao, Esther Lee Kaneko, Setsuko*

**Public Attitudes Reflect the Federal Government Involvement in Child Care Programs.**

Pub Date-3 Feb 79
Note-28p.; Address given at the University of Houston (Clear Lake City, TX, February 3, 1979)
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Child Care, *Day Care Services, Demography, Early Childhood Education, *Federal Programs, *Government Role, *Public Opinion, Surveys, *Working Parents

In spite of the pressing need for good day care programs resulting mainly from a dramatic increase in the number of working mothers, there is no (federal) program of child care in the United States, except for the very poor. From the hypothesis that the lack of government response to growing day care needs reflects negative public attitudes toward federal involvement, the attitudes of 100 Clear Lake City residents were examined by mailed questionnaires. The questionnaire consisted of twenty-two items. The first eight questions centered on demographic information, such as sex, age, marital status, education, income, employment, and ages of their children. Questions 9-13 inquired into their opinions about employed mothers, and questions 14-20 were about child care arrangements in general and as applied to their own situations. The last two questions asked what role the federal government should play in day care. The responses to these questionnaires reveal a close similarity between respondents' attitudes toward federal involvement in child care programs and actual federal involvement in such programs. If the Clear Lake City sample is representative of the general public, then government policy is consistent with public attitudes. (Author/JMB)

ED 183 246 PS 011 176

**Professionals and Parents, Moving Toward Partnership. Conference Proceedings of 1979 Parenting Conference (1st, Richmond, Virginia, April 25, 1979).**

Virginia Commonwealth Univ., Richmond.
Pub Date-Apr 79
Note-55p.
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Child Development, Children, *Early Childhood Education, Family Problems, Family Role, Fathers, Mothers, *Parent Child Relationship, *Parent Education, *Parent Role, *Parent Teacher Cooperation, *Professional Services, Teacher Role

These proceedings consist of: a brief opening address by Ms. Val Emerson, Director of the Virginia Division for Children and Youth; a keynote address, Perspectives on the Family,'' by Dr. Earl S. Schaefer of the University of North Carolina; and a dialogue on Programs and Practices for Professionals Working With Parents'' by Dr. Ann O'Keefe, Director of the Family Program, U.S. Navy, and by Ms. Florence Seguin, Training Specialist for Children First, Inc. Also included is a short list of resources for parenting. Dr. Schaefer's address contrasts two views or approaches to the problems of children and their education: the individualistic perspective and the socio-ecological perspective. He proposes that we move towards the latter perspective, one which focuses on the total social environment of the family and community, rather than just on the child-professional relationship. He emphasizes the importance of working with parents, and of improving their abilities to foster their children's development and education. The dialogue by Dr. O'Keefe and Ms. Seguin expands on aspects of Dr. Schaefer's talk concerning the need to create parent-professional partnerships, what such partnerships mean, and practical suggestions for creating them. (SS)

ED 183 245 PS 011 157

*Kinley, Gary J. And Others*

**Position Statements on Issues in Early Childhood.**

Michigan Association for the Education of Young Children, Detroit.

Pub Date-Jun 79

Note-16p.; Based on deliberations of the Michigan Association for the Education of Young Children Annual Affiliate Retreat (Rochester, MI, June 1979)

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Certification, *Child Care Workers, Child Development, *Day Care Services, *Early Childhood Education, *Employment Qualifications, Infants, Policy Formation, Preschool Children, Preschool Teachers, Private Schools, Professional Personnel, Public Education, *Teacher Characteristics

The official position of the Michigan Association for the Education of Young Children (MiAEYC) regarding several core child care and educational issues is briefly stated. It is suggested that members and officers of MiAEYC, policy makers, and interested individuals refer to these statements as a basis for decision making and formulation of policies. Positions are taken on licensing and regulation, staff qualifications and education, public and private child care, programming for youqg children, and infant and toddler programs. A table listing characteristics of competent infant care givers is included. (Author/RH)

ED 183 244 PS 011 064

*Urberg, Kathryn*

**Sex Role Concepts.**

Pub Date-Mar 79
Note-17p.; Paper presented at the Biennial Meeing of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, Attribution Theory, *Childhood Attitudes, *Children, Early Childhood Education, Factor Analysis, Parent Influence, *Sex Differences, *Sex Role, *Sex Stereotypes, Story Telling

Sex-role concepts in 120 children aged three to seven were assessed by means of an instrument that allowed children to categorize attributes as being characteristic of males only, females only, both males and females or nobody. The children sorted attributes once for adult peer stimulus figures and once for peer stimulus figures. The relationship of gender conservation to the degree of stereotyping of children's response was also investigated. The overlap children saw between characteristics of males and females increased with age over the age span studied. Girls were less sex-typed than boys, particularly those whose mothers were employed. Gender conservation was associated with decreased sex-typing. The tendency of children to assign positive attributes to their own sex and negative attributes to the other sex peaked at age five. Subjects overall were less sex-typed in their views of adults than peers. (Author/MP)

ED 183 243 PS 011 061

*Brooks, Rick*

**Brain Lateralization in Infancy: Implications for Development.**

Pub Date-79
Note-14p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Cerebral Dominance, Child Development, *Infants, *Neonates, Neurological Organization, Physiology, *Stimuli
Identifiers-Responses

Evidence that hemispheric asymmetry is present at birth comes from several sources: physical structure of the brain, hand preference, and responses to visual and auditory stimuli. In infancy, a hemisphere is activated only when exposed to an appropriate stimulus. Different stimuli seem to activate one hemisphere only, or at least one hemisphere more than the other. This is very important in infancy because the corpus callosum, the neural fibers connecting the hemispheres, are structurally and functionally incomplete until around two years of age. Optimum brain functioning is the result of the development and efficient use of both hemispheres and an interhemispheric communication system. This hemispheric symmetry which may begin in infancy has been credited with optimal cognitive functioning. Although little is known about the relationship between types of stimuli and hemispheric activation, the message at this point would seem to be that infants need to be exposed to as wide a variety of stimuli as possible in order to activate both sides of the brain. (Author/MS)

ED 183 242 PS 011 060

*Brooks, Rick*
**Father Involvement During Pregnancy, Birth, and Infancy.**
Pub Date- 78
Note-18p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Attachment Behavior, *Birth, *Child Rearing, *Fathers, Infants, Neonates, *Parent Child Relationship, *Pregnancy

This paper, supporting father involvement in pregnancy, birth, and infant care, recommends that the father 1) acknowledge and accept the emotional impact of pregnancy and share this with his mate, and 2) mentally visualize himself in childbearing and childrearing roles. It suggests that multiple benefits accrue to all involved when the father participates in childbirth procedures and that the effects of active father involvement in infant rearing are without a doubt positive.'' Fifty-two supporting books and articles are cited in the text and are listed alphabetically (by author) in the References'' section which comprises one-third of the paper. (MQ)

ED 183 241 PS 011 006

*Goldman, Susan R.*

**Knowledge Children Use in Producing Stories about Problem Solving.**

Pub Date-Sep 79

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Age Differences, *Children, *Content Analysis, Interviews, *Knowledge Level, Reading Ability, *Story Telling

Identifiers-*Story Telling By Children

In this study of how children select content to use in producing stories, the information children knew about three problem-solving situations was compared to the information they included in their stories about these situations. Twenty children at each of three age levels (6, 9, and 12 years) were interviewed individually. Within each age group, there were subsets of six skilled and six less-skilled readers as defined by performance on standardized reading achievement tests. During the interview, each child was asked to tell stories about being friendly, getting a dog, and doing chores. After telling the stories, the child was queried about motives, means, obstacles, ways around the obstacles, and real life experiences with regard to each of the story situations. Comparison of the information contained in the stories to information elicited by the queries revealed that the utilization process during story production depended on the nature of the knowledge domain of the story. When the knowledge base was relatively simple and uniform across ages (e.g., getting a dog), skill difference were found in the amount of information utilized and age differences were found at the thematic level. When the knowledge base was more complex and differed across ages (e.g., being friendly), age differences in the utilization process were parallel to the differences in the knowledge base. (JMB)

ED 183 240 PS 010 955

*Miller, Peggy*

**Early Language Development of Three Children from a White, Working-Class Community.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.
Pub Date-Sep 78
Note-15p.; Paper presented at the Boston University Conference on Language Development (Boston, MA, September 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Caucasians, *Child Language, Disadvantaged Youth, *Infants, *Language Development, *Lower Class, Observation, Research Methodology, *Socioeconomic Influences

Early language development was investigated in an observational study of three white 2-year-old infants of working class families in the inner city. In each family's living room, one hour videotapes were made of each infant's behavior at 3-week intervals over a period of 8 months. With the collaboration of family members, transcripts were made of infant speech nonverbal behavior and the speech of others. Analysis of utterances was based on a set of categories identified by Bloom, Lightbown and Hood. Eleven of the categories accounted for 74% of the multi-word relations, which compares to 77% found by Bloom et al. for middle-class children. Also consistent with the findings of other researchers on middle-class children were the following: (1) verb relations are much more frequent than functional relations for all three children; (2) there is a decrease over time in the proportion of functional relations; and (3) the proportions of verb relations are 40 to 50% for all three children. Overall, these findings indicate an impressive degree of resemblance between these three infants from South Baltimore and children from other backgrounds, with respect to one of the major tasks of early language development, learning to combine words to express a small set of meanings. (Author/SS)

ED 183 239 PS 010 739

*Armstrong, Mary And Others*
**Child Care Training Needs Assessment: A Report on the Training Needs of Child Care Workers in Seventeen Agencies in the SUNYA Catchment Area.**
State Univ. of New York, Albany. School of Social Welfare.
Spons Agency-New York State Dept. of Social Services, Albany.
Pub Date-Sep 77
Note-39p.
Available from-Continuing Education Project, Attn: Joanne Boldyc, 135 Western Avenue, Albany, NY 12222 ($0.75)
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Child Care Workers, Early Childhood Education, *Educational Needs, Employee Attitudes, *Inservice Education, Interviews, *Needs Assessment, Questionnaires, Residential Care, *Training
Identifiers-*New York

An assessment study was conducted to compile a comprehensive view of the training needs of child care workers in eastern upstate New York. A Needs Assessment Questionnaire was distributed to 539 child care workers, and 65% were returned. The questionnaires concerned demographic, specific job-related, and training-related information. In addition, interviews were conducted with 92 child care workers from 17 agencies, 34 agency administrators and 21 clinical staff. Interview questions focused on role and task definitions, problems, training needs, and current in-service training. Results include the following: 91% of the respondents expressed interest in additional training and 89% saw a need for a training program in the area; 63% said they would prefer college-credit training. Topics given high priority were human development and behavior disorders, confrontation, discipline and control, the team approach, group skills, and separation. Special needs frequently mentioned concerned the changing role of women and minority group children and families.

ED 183 238 PS 010 501

*Kischke, Martina I.*

**The Adults of Tomorrow: 1979 - Year of the Child. Survey.**

Inter Nationes, Bonn (West Germany).

Pub Date-79

Note-19p.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Translations (170)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Birth Rate, Changing Attitudes, *Child Abuse, *Child Advocacy, Children, *Childrens Television, Child Welfare, *Early Experience, *Family Planning, Foreign Countries, Foreign Nationals, Playgrounds, Sex Education

Identifiers-German Childrens Protection Federation, *West Germany

This document presents a collection of brief articles about children which were written in West Germany and compiled for the International Year of the Child. Topics covered include: (1) the importance of children's early years, (2) child abuse, (3) family planning, (4) the need for playgrounds, (5) the German Children's Protection Federation, (6) examples of small scale children's programs - children's hot line, a children's house, and a toy rental program, (7) improvements in children's television, (8) foreign children, and (9) attitudes behind the declining birth rate. (JMB)

ED 183 259 PS 011 232

*Hosek, James R.*

**The AFDC-Unemployed Fathers Program and Welfare Reform.**

Rand Corp., Santa Monica, Calif.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Report NO.-R-2471-HEW
Pub Date-Aug 79
Grant-SRS-18-P-90409/9-01
Note-83p.
Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($5.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Economic Factors, Eligibility, *Family Involvement, *Family Programs, *Fathers, Federal Regulation, *Program Costs, *Unemployed, *Welfare Services
Identifiers-*AFDC Unemployed Fathers Program

This research investigates the determinants of family participation in the Aid to Families with Dependent Children-Unemployed Fathers (AFDC-UF) program, and projects the changes in caseload and cost that would arise under selected program modifications. The modifications include extending the UF program to all states, setting a nationwide benefit floor, and relaxing certain eligibility requirements. The analysis indicates that (1) the traditionally low UF caseload does not mean that the program is ineffective; (2) eligibility rules appear less influential than labor market opportunities and unemployment insurance in determining family participation in UF; (3) foreseeable modifications of the UF program would not cause drastic changes in caseload and cost; and (4) after alterations the UF program would still be less expensive and have narrower coverage than a negative income tax. (Author/JMB)

ED 183 260 PS 011 233

*Eisen, Marvin And Others*
**Measuring Components of Children's Health Status.**
Rand Corp., Santa Monica, Calif.
Report NO.-RAND-P-6218
Pub Date-Apr 79
Note-46p.
Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($3.00)
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Children, *Demography, Infants, *Measurement Instruments, *Mental Health, Models, *Physical Health, *Rating Scales, Reliability, *Social Factors, Validity
Identifiers-Likert Type Scales

Measures of physical, mental, and social components of health status and general health ratings were studied for children ages 0-4 (N 679) and 5-13 (N 1473). Questionnaires were completed by adult proxies (usually mothers) in three generally healthy populations. Hypothesized multi-item scales were tested; reliability was estimated and preliminary attempts at validation were undertaken. Items in ten scales pertaining to mental health, general health and parental satisfaction with child development satisfied Likert-type and discriminant validity criteria. Because functional limitation items were endorsed for very few children, scales to measure physical health could not be tested. Almost all other scales were sufficiently reliable for group comparisions; reliability coefficients were lower in the most disadvantaged population. Interrelationships among scales and validity variables generally supported their construct validity and supported a multi-component model of children's health status. (Author/RH)

ED 183 261 PS 011 234

*Regan, Ellen M. And Others*
**Stimulating Cognitive Growth: A Program for Primary Grade Children.**
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-149p.; Informal Series/4
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($4.25)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
**Document Not Available from EDRS.**
Descriptors-Classification, *Critical Thinking, Fundamental Concepts, Instructional Materials, *Learning Activities, *Logical Thinking, Primary Education, *Primary Grades, Problem Solving, Set Theory, Teaching Guides, *Teaching Techniques, *Thought Processes

This curriculum program is intended to promote the development of primary grade children's ability to think. A number of learning activities or tasks are presented along with the teaching strategy to be used in implementing them. The first part of the book describes aspects of the teaching strategy, including selecting activities, preparing for listening and thinking, modeling, checking and probing understanding, and remediating. The learning tasks are presented in five units, each of which is introduced by an index identifying the purposes of tasks in each section of the unit. Unit I focuses on the development of basic concepts (and, or, not, same, etc.) and such skills as observing, describing, finding out, giving instructions, getting information, detecting incongruities in explanations, and suggesting rational explanations. Unit II deals with inferencing, determining relevance, selecting from among alternatives, classifying, determining sequences, recognizing differences, and introducing and applying concepts of set. Unit III presents tasks related to inferencing, using relevant information to find answers, developing the concept of intersecting set, and determining simple analogous relationships. Unit IV deals with predicting, determining relevance, and using alternative ways to solve problems. Unit V looks at identifying problems, suggesting solutions, considering novel uses, the concept of mutliple membership in a matrix, and the concept of subset. (JMB)

ED 183 281 PS 011 265

*Lin-Fu, J. S.*

**Undue Lead Absorption and Lead Poisoning in Children: An Overview.**

Bureau of Community Health Services (DHEW/PHS), Rockville, Md.
Report NO.-DHEW-HSA-79-5141
Pub Date-Oct 75
Note-25p.; Paper presented at the International Conference on Heavy Metals in the Environment (Toronto, Canada, October 27-31, 1975). Prepared through the Office for Maternal and Child Health. Reprint.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Children, *Environmental Influences, *Lead Poisoning, Maladjustment, Neurological Defects, *Screening Tests, *Social Factors, Special Health Problems

The toxic effects of lead, a useful metal ubiquitous in the human environment, have long been known. The occupational hazards of lead poisoning were well established by the early 19th century, but plumbism in children caused by paint ingestion was not reported until the turn of the century. Even in 1924, the child was said to live in a lead world.'' Despite its preventable nature and formidable mortality and morbidity rates, only in the late 1960s did childhood lead poisoning gain general recognition as an important public health problem in the United States. Federally-funded projects began mass screening of children for lead poisoning in July 1971. As of March 31, 1975, approximately 980,000 children had been screened in these projects. Sixty thousand had blood lead levels of 40 micrograms/100 milliliters or more confirmed on retesting; 10,300 received chelation therapy. Thousands of children with elevated blood levels did not return for retesting and followup. Recent data indicate that lead poisoning and undue lead absorption in children are widespread phenomena not limited to older sections of the inner cities. Aside from lead paint, other potentially hazardous sources include dust, dirt, air, and miscellaneous items. Undue lead absorption without overt clinical toxicity may be associated with psychological and other impairments. (Author/SS)

ED 183 280 PS 011 264

*Wilson, Barry J. And Others*
**Early Intervention Programs: Proceed with Caution and Evaluate.**
Pub Date-Sep 79
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, Elementary Education, *Grade 1, *Identification, Identification Tests, Intelligence, *Intervention, *Kindergarten, *Learning Difficulties, Longitudinal Studies, Predictive Validity, Program Evaluation, *Readiness, Remedial Programs
Identifiers-*Transition Classes

Most research in the area of early identification of learning problems has been devoted to determining the predictive validity of various assessment measures. Results indicate that the predictive validity of these measures is far from perfect and varies considerably from study to study. The transition room program provides what appears to be a promising treatment approach to early learning problems placement in a special class with an advantageous teacher-pupil ratio where a teacher can attempt to help the child in the areas where the child needs help and to provide a smooth transition to the first grade. A longitudinal study was conducted to evaluate transition room classes in two districts. Results of the study in District A suggested that while transition room students tended to achieve less well on the Iowa Test of Basic Skills than their peers, the achievement gap was closed by the end of sixth grade. In District B, an expected achievement score computed on the basis of early intelligence and readiness data was compared to actual achievement in fourth and sixth grades. The results, while somewhat encouraging, were not conclusive. In a second study, transition room students were matched with students of the same sex who performed at the same level on early measures of intelligence and readiness. Results showed that the control students outperformed the transition room students on later tests of achievement. A model for further evaluation of the transition room program is presented. (JMB)

ED 183 300 RC 011 682

*Lopez, Hector L.*

**Border Community College Consortium Tests: Standardize Tests Developed for Mexican-American Students.**

Pub Date-7 Jun 78

Note-43p.

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Achievement, Biculturalism, Bilingualism, Bilingual Students, *College Freshmen, *Diagnostic Tests, English (Second Language), Measurement Instruments, *Mexican Americans, Minority Groups, National Competency Tests, Spanish Speaking, Staff Improvement, *Standardized Tests, *Student Placement, *Test Construction, Test Reliability

Identifiers-Border Community College Consortium, Descriptive Test of English Skills, United States (Southwest), Verbal Aptitude Test

Because existing standardized college examination tests did not accurately measure the potential for learning of bilingual/bicultural populations, the Border Community College Consortium began in 1971 to develop two standardized tests to address the strengths and weaknesses of Mexican American students in writing, reading, and listening to the English used in college classes. Specifically written for Southwestern freshmen Mexican American students with a Spanish speaking background, the tests were (1) the Descriptive Test of English Skills (DTES), designed as both a diagnostic and a placement tool, and (2) the Verbal Aptitude Test, concerned with examining the students' language strengths in English, Spanish, and a bilingual mode. Results of sample testing of 804 students in 5 of the 6 Consortium colleges indicated that those who took the test appeared to have a better achievement record, a higher grade point average, a higher English class average, and a better persistence record. Although formal studies are needed to assess the diagnostic utility and placement efficiency of the DTES, test results indicate there are good possibilities for successful placement of Mexican American students in English courses. Formal studies are also needed to assess the interrelationship of the three segments of the Verbal Aptitude Test. (SB)

ED 183 301 RC 011 702

**WALKABOUT: Final Evaluation Report 1978-79.**

Magi Educational Services, Inc., Port Chester, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-79
Note-28p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Communications, *Counselor Attitudes, Educational Environment, *Educational Innovation, Elective Courses, Experiential Learning, Grade 12, Learning Experience, Outdoor Education, *Parent Attitudes, *Program Evaluation, School Community Programs, Secondary Education, Self Concept, Self Esteem, Speech Skills, *Student Attitudes, Work Experience Programs
Identifiers-Community Service, *New York, *Walkabout, Wilderness Education Programs

The report presents an objective third-party assessment of the WALKABOUT program. Now in its third year in Northern Westchester County, New York, this program offers an optional learning environment for Grade 12 students in which the skills and self confidence needed to be effective adults are nurtured. In order to attain WALKABOUT program goals, students must experience five challenge environments: wilderness, academics, community service, work experience internship, and oral presentations. Analyses of questionnaire data indicate that the program is enthusiastically endorsed by its graduates and their parents. Guidance personnel in the contributing high schools also find great value for the students in the program. Test results demonstrate important improvements in self-image and self-acceptance and maintenance of basic academic competence in reading. The perceived weaknesses of the program are mostly concerned with the lack of a clearer academic structure. Recommendations evolving from the evaluation are clarification of the goals and standards of the academic program, more frequent communication between WALKABOUT students and guidance counselors, and regular contact between WALKABOUT staff and parents of program students. Future evaluation should include testing a comparison group to insure that the improvement in the self-concept measures is not due to maturation. (NEC)

*Noon, John*

**The Navajo Way From High School To College.**

Pub Date-80
Note-80p.
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*American Indian Education, American Indians, College Admission, *College Bound Students, College Choice, College Preparation, *Financial Support, *Guidelines, *Orientation, *Post High School Guidance, Postsecondary Education, Scholarships, Student Financial Aid, Study Habits, Success Factors, Tribes, Worksheets
Identifiers-*Navajo (Nation)

Practical and precise advice and guidelines are detailed in this volume to assist Navajo high school students in their pursuit of a college education. Part I describes considerations when choosing a college and includes a college selection worksheet. Part II outlines college admissions procedures with emphasis on A.C.T. registration and testing, and admissions applications. Part III discusses how financial aid is determined and describes specific scholarship, grant, work/study, and loan programs. Part IV gives instructions on how to complete forms such as housing applications, physical form, and a statement of goals. Part V illustrates a month by month high school senior year timetable for college bound students with deadlines for various testing and

application requirements. Part VI previews college freshmen orientation/registration procedures and college services. Part VII provides guidelines for the new college student in using a college library, taking notes, developing good study habits, budgeting time, and self-discipline. Part VIII describes a study schedule, test strategy, reading tips, and how to write a term paper and use a dictionary. Appendices include terms and definitions; sample interview questions; a college class schedule; graduate requirements; sample college tuition costs and financial needs analysis form; and a scholarship/grant resources list for American Indian students. (NEC)

ED 183 319 RC 011 845

**Keys To The Kansas Environment. 4-H School Enrichment Program.**
Kansas State Univ., Manhattan. Extension Service.
Note-49p.; Colored pages may not reproduce clearly
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Enrichment, Curriculum Development, Ecology, Educational Games, Elementary Education, *Environmental Education, *Experiential Learning, Field Trips, Instructional Materials, Interdisciplinary Approach, *Learning Activities, Observation, *Outdoor Education, Photography, Preschool Education, *Science Education, Sensory Experience, Units of Study, Waste Disposal, Wastes
Identifiers-4 H Clubs, Kansas

The 4-H Club packet for preschool and elementary school children contains nine keys'', or short learning exercises, designed to enrich science and environmental education both in and out of the classroom. Each key'' includes the purpose of the activity, the intended audience, the best time of the year for the activity, background information, material lists, pre- and post-activity suggestions, and directions for the activity itself, which usually centers around a field trip. Subjects include exploring the environment through touch, smell, sound, and sight; environmental observation and photography; litter; solid waste disposal; and lichens. The final key'' is a lesson for teachers on writing teaching units for outdoor education. (SB)

ED 183 318 RC 011 844

*Borst, William H.*

**Bicycle Education, A New Dimension in 4-H Programs for 8-11 Year Olds: Designed into Three Teaching Units.**

Kansas State Univ., Manhattan. Extension Service.

Note-57p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Bicycling, Community Involvement, Elementary Education, Experiential Learning, *Instructional Materials, *Learning Activities, Lesson Plans, *Outdoor Education, Recreational Activities, Safety Education, *Skill Development, Tests, *Traffic Safety, Traffic Signs, Units of Study

Identifiers-4 H Clubs, Kansas

The three teaching units in this packet are designed to help children ages 8 to 11 enjoy, utilize, and safely ride bicycles by mastering skills and knowledge pertaining to their bicycles, their driving ability, and the traffic system. Unit I is concerned with the bicycle and its parts, various kinds of bicycles, and proper size and maintenance. Unit II involves traffic signs, traffic safety, and driver's signals. Unit III is built around a demonstration of the child's ability to stop, balance at a slow speed, maneuver, ride in a traffic pattern, and react quickly on a bicycle. Each uqit contains complete lesson plans; material lists; and masters for visuals, class hand-outs, and quizzes. Answer sheets are included. The packet also includes full color replicas of 24 actual road signs and a copy of Safe Cycling for Bikers of All Ages'', a publication put out by the Kansas Department of Transportation. (SB)

ED 183 322 RC 011 861

*Garcia, Maryellen*

**Preparing to Leave: Interaction at a Mexican-American Family Gathering.**

Pub Date-Jan 80
Note-37p.; Paper presented at the National Conference on Latino Discourse Behavior (Princeton, NJ, April, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Behavior Patterns, Communication (Thought Transfer), Cultural Traits, *Discourse Analysis, *Ethnicity, *Family (Sociological Unit), Family Relationship, *Interaction, Intercommunication, Interpersonal Relationship, *Mexican Americans, Social Characteristics, *Speech Communication, Verbal Communication

The study analyzes communicative interaction in an informal social setting, investigating how the social task of leave-taking organizes the interaction into a cohesive discourse. Data is taken from the last five minutes of a half-hour tape recording made during a Mexican-American family's Christmas gathering, when one group of guests prepares for leave-taking. The structure of this interaction is representable in four overlapping levels: initiation of leave-taking, leave-taking preparation, final joking interaction, and final leave-taking. The Mexican ethnicity of the group becomes evident in the themes which underlie the discourse and in the situational characteristics of the scene. The closeness and importance of the family, the male as the more important of the sexes, and the simultaneous interchanges and free emotional expressions are interactional norms for family social events in Hispanic communities. The investigation of ethnicity in the context of social, communicative interaction can contribute to providing empirical evidence for questions of Hispanic identity, culture, and ethnicity, important to the characterization of the group as a distinct, cultural entity in the United States. (NEC)

ED 183 321 RC 011 857

*Fielder, Erica Shaffer, Carolyn*
**Ecology for City Kids.**
San Francisco Ecology Center, Calif.
Spons Agency-San Francisco Foundation, Calif.
Pub Date-Apr 76
Note-61p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Ecology, *Environmental Education, Experiential Learning, *Field Trips, *Instructional Materials, Junior High Schools, Learning Activities, *Outdoor Education, Urban Education, *Urban Environment, *Worksheets
Identifiers-San Francisco

This scrapbook provides junior high school teachers with tested activities and ideas that bring ecology to urban students without going far away (just around the block), without taking long hours to prepare, and without spending precious budget money. Awareness of the richly varied, pleasant and not-so-pleasant sights, sounds, and textures of the city is fostered through games and make-believe (Who eats who in the food chain? What does it feel like to be a tree? What if all the cars went away?); adventures exploring new territory (making crayon rubbings of everything from leaves to man-hole covers); discovering wild things (banana slug trails on concrete street embankments or spider webs on brick buildings); and becoming private eyes'' and public investigators (by participating in treasure hunts and conducting man-on-the-street'' interviews). Worksheets, all of which can be duplicated, involve students in an interdisciplinary approach to learning and give structure and focus to the learning experience. The activities can be conducted in any order and, for the most part, in any city neighborhood. (NEC)

ED 183 302 RC 011 746

*Kleinfeld, Judith Christian, Jennifer*

**Getting To Know You. A Guide for Boarding Home Parents.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.; Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Spons Agency-Alaska State Dept. of Education, Juneau.

Pub Date-Aug 72

Note-24p.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Adolescents, Affective Behavior, *Alaska Natives, *American Indian Education, *Boarding Homes, Cultural Awareness, Cultural Backgrouqd, *Cultural Differences, Eskimos, Family Background, Family Environment, Family Life, Intercommunication, *Interpersonal Relationship, Parent Role, *Parent Student Relationship, Problem Solving, Secondary Education

Identifiers-*Alaska

Successful boarding home parents seem to have two qualities in common: they express their affection for their student openly and often, and they respect their student's desire to be treated as a mature person. Many cultural differences exist between the Indian and Eskimo students, coming from villages without high schools, and the boarding home families they will live with while obtaining a secondary education. Many puzzling and upsetting situations can be avoided if boarding home parents are sensitive to cultural differences, e.g., attitudes toward time, rules, and food, and to the student's style of communication, which is apt to be subtle, indirect, and nonverbal especially in expressions of gratitude. A student's lateness for dinner may be interpreted as an act of rudeness unless the boarding home parents realize that in the home village people rarely do things by the clock and that teenagers usually fix their own meals whenever they are hungry. Rules are necessary for the students' well being, but Native adolescents are treated as adults in their home villages and are used to

independence. Unnecessary conflict can be avoided by limiting rules to major issues and by explaining the reasons behind the rules. With understanding and acceptance of cultural and individual differences, the boarding home program can benefit both the student and the boarding home family. (JH)

ED 183 303 RC 011 778

*Varley, Peter J. And Others*

**Evaluation of Educational Provisions for Isolated Children Enrolled with the Primary Correspondence School in Queensland.**

Queensland Dept. of Education, Brisbane (Australia).

Pub Date-Jul 79

Note-142p.; Parts of appendix may be marginally legible due to small print.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Audiotape Recordings, *Correspondence Study, Curriculum, *Elementary Education, *Home Study, Independent Study, Instructional Materials, Program Evaluation, Radio, *Rural Youth, *Telecommunication

Identifiers-Australia (Queensland), *Primary Correspondence School, *School of the Air (Australia)

Because of geographical isolation, a number of Queensland children cannot attend regular primary schools, and their education must be based at home. In 1979, 1,528 children were enrolled in the Primary Correspondence School. Children in the program receive lesson papers, textbooks and audio-visual items in the major subject areas of language arts, mathematics and social studies. Some art and science instruction is also conducted. Exercises undertaken by the child are mailed to the school where they are graded and returned within two days. Comments on audio tapes guide both the pupil and home supervisor and promote interaction between pupils and teachers. A little over half of the children in the program are also enrolled in the Schools of the Air and so receive instruction by means of two-way radio broadcasts. Forty classes are offered with time for each class limited to approximately 30 minutes per day. Other educational services in the program include itinerant teacher home visits, four or five day mini-schools, a mobile classroom, and summer camp programs. In addition to describing the enrollment, services and curriculum of both the Primary Correspondence School and the Schools of the Air, this report discusses other agencies involved, implications of the school, and issues for further investigation. Appended are lists of the materials provided to the students, daily study timetables, and sample lesson papers. (DS)

ED 183 323 RC 011 869

*Aguirre, Adalberto, Jr. Bixler-Marquez, Dennis*

**A Sociolinguistic Assessment Model for Bilingual Education: A Case Study.**

Pub Date-80
Note-32p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Bilingual Education, Bilingualism, Bilingual Teachers, *Educational Assessment, Educational Objectives, *Educational Policy, English (Second Language), Language Maintenance, Language Programs, *Mexican Americans, Parent Attitudes, Parent Participation, Rural Population, *School Community Cooperation, *Sociolinguistics, Spanish Speaking
Identifiers-*Colorado

The sociolinguistic assessment model employed in this study demonstrated a useful approach for examining the interrelationships between community and school goals regarding bilingual education. As results indicated, not only do educators and parents differ in their sociolinguistic characteristics, but also in their selection of a bilingual education program model. The assumption that teaching/administrative staff in bilingual programs are themselves reflective of bilingual goals and orientations in their behavior was seriously questioned by this study. The model focused on a comparison of 35 parents and 37 educators regarding certain variables: their demographic background (ethnicity, native language, and place of birth), self-reported proficiency in Spanish and English (understanding, speaking, reading and writing capabilities in each language), and actual vs preferred language usage by societal domain (media, home, social services, and school). The research site was a rural bilingual community in north central Colorado. Data was obtained from questionnaire responses to 53 items showing language preference patterns in selected social situations. Despite a high level of loyalty to Spanish, the community's adult population reported a greater usage of English than Spanish. Parents (83%) reported preferences for a maintenance type of bilingual program while educators (57%) preferred a partial-transitional approach to bilingual education. (NEC)

ED 183 324 RC 011 871

*Lavandera, Beatriz R.*

**Lo Quebramos, But Only in Performance.**

Pub Date-Apr 78
Note-25p.; Paper presented at the National Conference on Chicano and Latino Discourse (Princeton, NJ, April, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Bilingualism, *Code Switching (Language), Dialects, Discourse Analysis, *English, Language Patterns, Language Styles, Language Usage, Linguistic Competence, *Mexican Americans, Native Speakers, Sentence Structure, *Spanish, Spanish Speaking, *Verbs
Identifiers-Chicanos

The Spanish tense system was chosen as a starting point to establish the systematic character of the Spanish used in situations of intense code switching between Spanish and English. The tense system was chosen for two reasons: (1) the distinction among past tenses (in particular, the imperfect indicative vs. the preterite and the past continuous) is especially difficult for a monolingual English speaker to learn, and (2) it is an area of the grammar where practically no variation has been reported among native dialects of Spanish. The language sample analyzed was taken at a Chicano family gathering (four men and five women) where code switching was the predominant language style. Analysis of one speaker's narrative (one of the few speech events conducted entirely in Spanish) showed that the use of Spanish past tenses was systematic and consistent with monolingual dialects of Spanish. However, the tense distribution was skewed towards a higher frequency of the imperfect indicative in an auxiliary than in a main verb alone. This can be explained as a consequence of language contact by the fact that English verbs use auxiliaries much more frequently than Spanish to express tense and aspect. The analysis of the distribution of tenses suggests that the Spanish spoken by United States bilinguals is an independent dialect of Spanish providing areas of structural equivalence where code switching can take place. (JH)

ED 183 304 RC 011 811

*Cuqningham, Sally, Ed.*

**Proceedings of the Local Histories Workshops (Brandon, Manitoba, November 23, 1977 and April 26, 1978).**

Brandon Univ. (Manitoba).

Pub Date-Oct 78

Note-143p.

Available from-Rural Archives, Rural Community Resource Centre, Brandon University, Brandon, Manitoba R7A 6A9 ($5.00)

Pub Type- Collected Works - Proceedings (021)

**Document Not Available from EDRS.**

Descriptors-Area Studies, Books, Financial Support, *Historiography, History, *Local History, Marketing, *Rural Areas, *Social Science Research, *Workshops, *Writing

Identifiers-*Canada

In recent years many Canadian groups have recognized their communities' centennials by undertaking the task of compiling and recording local history. Responding to numerous questions on producing local history books, the Centre staged two workshops to provide amateur historians with the kinds of information they need for such projects. Sessions at the workshops were devoted to five areas: (1) researching, (2) compiling and writing, (3) funding, (4) printing, and (5) distributing. For the research session a panel of speakers discussed such areas as the need for positive attitudes on the part of the researcher, the necessity of scheduling work time, potential local sources of information, and types of materials at the Manitoba Provincial Archives Collection. The sessions devoted to writing and compiling featured five speakers who discussed such topics as format; the need to include such information as maps, photographs, indexes and bibliographies; style; logical organization of a history; and the desirability of a unified, coherent story. One speaker suggested that a series of newspaper articles or slide or videotape shows might be preferable alternatives to a book. Sources of grants were provided in the session on funding, and the printing session speaker outlined eight steps toward a successful community history book. The final session was devoted to pricing, promoting, distributing and selling the finished product. (DS)

ED 183 305 RC 011 812

*Chorches, Joan*
**Primitive Clay.**
Project Exploration, Townsend, Mass.
Pub Date-80
Note-13p.
Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**Document Not Available from EDRS.**
Descriptors-Activity Units, Affective Objectives, *Art Activities, Art Materials, *Ceramics, Construction (Process), Course Evaluation, Course Objectives, Curriculum Guides, Equipment, *Experiential Learning, *Group Activities, History, *Interdisciplinary Approach, Learning Activities, *Outdoor Education, Secondary Education, Skill Development, Units of Study
Identifiers-Self Evaluation (Individuals)

A five-week unit providing first hand experience with primitive ceramic techniques is described in this curriculum guide, which includes course goals and objectives, a daily schedule of class activities, and handouts for students. The unit features construction of a sawdust kiln as a group problem-solving activity; students work in groups responsible for obtaining all necessary information and supplies for the kiln building, and all students participate in the construction of the kiln, loading, firing, and evaluating the results. The goals of the unit are to provide students with an historical view of the ceramic process, to introduce new techniques for working with clay, and to encourage student responsibility through participation in groups working toward a common goal. Student handouts provide a brief description of primitive ceramic techniques, information on metallic oxides and burnishing, grading procedures, and a self-evaluation form requiring students to rate their participation in the kiln building process and describe their reactions to the unit. The instructor's evaluation of the unit cites positive student reactions as well as the need for more technical assistance for construction of the kiln and an additional week to complete the unit. (JH)

ED 183 325 RC 011 872

*Sonnichsen, C. L.*

**The Mescalero Apaches. The Civilization of the American Indian Series.**

Pub Date-73
Note-350p.
Available from-University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($5.95)
Pub Type- Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors-American History, *American Indian Culture, American Indian Literature, *American Indians, Cultural Background, *Culture Conflict, Economic Development, Education, *Federal Indian Relationship, Governance, Housing, Life Style, Photographs, Religion, *Reservations (Indian), Spanish Speaking, Treaties, Tribal Sovereignty, *Tribes, Trust Responsibility (Government)
Identifiers-*American Indian History, *Apache (Tribe), Bureau of Indian Affairs, New Mexico

The history of the Eastern Apache tribe called the Mescaleros is one of hardship and oppression altering with wars of revenge. They were friendly to the Spaniard until victimized by them. They were also friendly to the white man until they were betrayed again. For three hundred years they fought the Spaniards and Mexicans. For forty more they fought the white men, before subsiding into a long period of lethargy and discouragement. Only since 1930 have they made real progress. In the early days their principal range was between the Rio Grande and the Pecos rivers in New Mexico, but it extended also into the Staked Plains and southward into Mexico. They moved about freely, wintering on the Rio Grande or farther south, ranging the buffalo plains in the summer, following the sun and the food supply. They owned nothing and everything. Now they are in a precarious economic condition, they are recognized as American citizens and still own their reservation in the Tularosa country of New Mexico. Their children are beginning to go away to college and prepare themselves for leadership, and while in many ways they have not bridged the gap between their old life and the new, they have made amazing progress. Their story is told from the earliest records to the present day, from the Indian's point of view. Cruel and revengeful as this tribe was at times, they always had more than sufficient provocation, and a catalog of the sins committed against them is revealing, even appalling, to the white reader. (Author/NEC)

ED 183 306 RC 011 814

*Connally, Nicole And Others*

**The North End Boston.**

Project Exploration, Townsend, Mass.

Pub Date-80

Note-10p.

Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors-*Affective Objectives, Community Study, Course Evaluation, Course Objectives, Curriculum Guides, *Experiential Learning, Experimental Curriculum, Field Trips, *Group Activities, *Learning Activities, *Outdoor Education, Secondary Education, *Urban Culture

Identifiers-*Massachusetts (Boston), Urban Problems

Goals and objectives, student activities, and evaluations are contained in this guide for a one-day scavenger hunt through the North End of Boston. The culmination of a unit involving urban planning and land-use problems, the field trip is intended to give students first-hand experience with city life and a better understanding of urban issues such as housing shortages, traffic flow, and ethnic enclaves. An introductory section covers preparation for the trip including discussion about getting lost, perceptions of urban violence, and encouqters with minorities. Specific student activities are listed in the scavenger hunt directions, which require students (working in small groups with a nondirective adult) to observe the city around them, speak with people who live and work in the North End, visit historical sites, and find out about social problems such as the effect of urban renewal on local residents. Sample items from the scavenger hunt include Why is Park St. Station important?'' When was the North End populated mostly by the Irish?'' Where can you buy rabbit in this area and how much does it cost per pound?'' Student and teacher evaluations of the field trip are provided as well as a questionnaire eliciting perceptions and attitudes toward the city prior to the trip. (JH)

ED 183 326 RC 011 873

*Drake, Florence Alford, Thomas Wildcat*

**Civilization and the Story of the Absentee Shawnees. Civilization of the American Indian Series.**

Pub Date-79
Note-218p.
Available from-University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($12.50 hardcopy, $5.95 paper copy)
Pub Type- Historical Materials (060)
**Document Not Available from EDRS.**
Descriptors-Acculturation, American History, American Indian Culture, American Indian Education, *American Indian Literature, *American Indians, *Autobiographies, Cultural Awareness, Cultural Background, Culture Conflict, *Federal Indian Relationship, Land Settlement, *Life Style, Religion, *Reservations (Indian), Treaties, Tribes, Trust Responsibility (Government)
Identifiers-*Alford (Thomas Wildcat), *American Indian History, Oklahoma, *Shawnee (Tribe)

Thomas Wildcat Alford, born of parents of the Absentee Shawnee tribe of Indians in 1860, relates the story of his life and of his tribe during the period from which the influence of the white race first began to be felt, up to when the so-called civilization of the white man superceded almost to annihilation the old tribal mode of life. The book is a revealing human document, for the narrator knew only an Indian childhood, but through his education at a Quaker school and attendance at Hampton Institute became a white man in all, but blood. Although happy memories may have idealized somewhat the Indian society of his early years, his descriptions of procedures and customs are accurate - from his explanation of social and community institutions and living techniques to his mother's cooking recipes. At Hampton he became wholly committed to white society and the opportunity of bringing these advantages back to his people. But once back in Oklahoma he experienced heartbreaking rejection. Working with the local Indian Service, as a teacher and at the agency, not once did he question the official policy of merging the Indians into a composite American citizenship. He even approved the liquidation of tribes and tribal land holdings under the Dawes Act of 1887. Finally, when a criminal conspiracy to cheat the Indians out of their allotments was discovered, Alford did actively defend his people and regarded his contribution to the victory as one of the proudest achievements'' of his life. (NEC)

ED 183 307 RC 011 815

*Shearer, Sonja And Others*
**Gloucester Marine Biology Unit.**
Project Exploration, Townsend, Mass.
Pub Date-80
Note-13p.
Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**Document Not Available from EDRS.**
Descriptors-Affective Objectives, Course Evaluation, Course Objectives, Curriculum Guides, Ecology, *Environmental Education, Experiential Learning, Field Trips, Group Activities, *Interdisciplinary Approach, *Learning Activities, *Marine Biology, *Outdoor Education, *Science Activities, Secondary Education, Units of Study
Identifiers-Massachusetts (Gloucester), Salt Marshes, Tidal Pools

Objectives and activities for a field trip study of the seacoast environment of Gloucester, Massachusetts, are outlined in this guide. One phase of a six-week tenth grade biology uqit, the field trip features study of tidal pool and salt marsh ecosystems. Specific objectives of the trip relate to observation and identification of various forms of marine life, interpretation of weather conditions, and use of topographical maps. General goals are for students to realize the importance of science in their own lives, to work successfully with their classmates, and to gain respect for the environment and all its habitants. Activities include collecting and identifying plant and animal life, using cameras and microscopes to obtain data, observing tidal changes and weather conditions (over a 40-hour period), exploring the harbor in dories, and visiting a local museum. Materials for students are summaries of important characteristics of salt marsh and tidal pool ecosystems, and discussion questions guiding interpretation of student observations. Forms are provided for specimen identification and for students' narrative evaluations of the field trip. A teacher evaluation cites successful outcomes of the trip. (JH)

ED 183 327 RC 011 874

**Tribal Directory, 1979. Arizona Commission of Indian Affairs.**
Pub Date-21 Jun 79
Note-78p.; For related documents, see ED 093 540, ED 108 790, ED 128 149, and ED 168 748
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Agencies, *American Indians, Demography, Education, Employment, Health, Law Enforcement, Legal Aid, *Organizations (Groups), Public Relations, *Reservations (Indian), *Social Services, *Tribes, Welfare
Identifiers-*Arizona, Bureau of Indian Affairs

Current as of June 21, 1979, the 19th Annual Arizona Tribal Directory is organized into three broad categories - reservations, services, and Indian organizations - and contains listings relative to the Arizona Indian reservations and federal, state, and other agencies, departments, and committees which provide services to them. Reservation population and acreage figures are included. The listings for the twenty reservations include office information; tribal officers, council members, managers, and directors; meeting schedules; and election data. Government agencies, departments, and committees are organized by the type of service provided: Bureau of Indian Affairs (BIA), education, employment, health, law and order, legal aid, public relations (press contacts), welfare, and miscellaneous organizations, such as arts and crafts, cultural centers, and Indian newspapers. BIA Area Officers, Directors, Agencies, and Assistant Area Directors are listed for the Phoenix and Navajo Areas. Other service agency listings note the chief Indian associations, their boards of directors or officers, members, purpose, and meeting schedule, and include such organizations as American Indian Scholarships, Inc., Arizona Commission on the Arts and Humanities, Native Americans for Community Action, and Inter-Tribal Council of Arizona. (NEC)

*Hague, Steve*
**Boston Experience.**
Project Exploration, Townsend, Mass.
Pub Date-80
Note-6p.
Available from-Project Exploration, N.M.R.S., Main Street, Townsend, MA 01469 ($1.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**Document Not Available from EDRS.**
Descriptors-Affective Objectives, *Art Activities, Course Descriptions, Course Objectives, Curriculum Guides, *Experiential Learning, Experimental Curriculum, Field Trips, *Group Activities, *Learning Activities, *Outdoor Education, *Photography, Secondary Education, Skill Development
Identifiers-Massachusetts (Boston)

Goals and activities of a four-week photography course which centered around a photographic trip to Boston are described in this curriculum guide. The unit, one of several developed in conjunction with Project Exploration, has the broad goals of promoting through experiential learning in a variety of environments outside the classroom the students' self-confidence and ability to work successfully in group activities. Specific objectives for the unit include improving photographic composition techniques, teaching skills necessary for taking successful candid photographs, and using layout and design skills to create a photocollage. A daily schedule outlines class activities; 7 days are spent in preparation for the 1-day field trip to Boston, and 12 days are spent developing field trip photographs and working in groups to prepare a photocollage. Preparation activities include role playing, candid photography at the school site, and developing and inspecting photographs. A schedule is provided for the Boston trip which calls for students to work in small groups and travel by subway to take photographs in a variety of locations. (JH)

ED 183 289 PS 011 280

*Reed, Lois J. And Others*

**Children Under the Umbrella: A Report on a Project to Develop and Demonstrate the Mechanisms Involved in Operating as a Sponsoring Organization for Nutrition Services in Day Care Centers in Louisville and Jefferson County, Kentucky.**

Louisville and Jefferson County Community Coordinated Child Care, Ky.
Spons Agency-Kentucky State Dept. of Education, Frankfort.
Pub Date-Jul 79
Note-200p.
Available from-Community Coordinated Child Care, 1355 South Third Street, Lousiville, KY 40208 ($5.00 for postage & handling)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-*Cooperative Programs, *Day Care Services, Early Childhood Education, Food, *Food Service, *Food Standards, Infants, *Nutrition, Parent Education, Preschool Children, Program Descriptions, *Program Improvement, Program Planning, Recordkeeping, Workshops
Identifiers-*Community Coordinated Child Care Program, Kentucky, Menu Planning

This program was developed by Community Coordinated Child Care (4-C) of Louisville and Jefferson County, Kentucky, to improve nutritional services to 2,146 infants and preschool children enrolled in fifteen area day care centers, by developing the role of a sponsoring organization and by developing standards of expectations for other sponsoring organizations under the Child Care Food Program (CCFP). Services offered to the day care centers included maintenance of CCFP records, menu consultation, a quantity buying program, nutrition education for day care center staff, kitchen planning assistance and implementation of infant feeding programs. Services were also offered to the Kentucky Division of School Food Services. These services included monthly monitoring of centers by 4-C, the provision of ongoing program management, the reimbursement of food services costs in one consolidated payment, and the presentation of nutrition education workshops to center staff. In each of these areas the project director attempted to educate and train day care personnel, children and parents. The report also deals with the problems encountered and how 4-C responded to each one in order to make its special developmental project successful. Supplemental materials such as CCFP forms, sample menus, quantity buying and a sample nutrition education module, are provided in the appendices. (Author/MP)

ED 183 290 PS 011 282

**Family Day Care as a Child Protection Service.**
Southern Regional Education Board, Atlanta, Ga. Training for Child Care Project.
Pub Date-79
Note-21p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Child Abuse, *Child Welfare, *Family Day Care, *Neglected Children, *Social Services
Identifiers-*Child Protection

In this booklet information is presented on how family day care can

ED 183 288 PS 011 279

*Slavin, Robert E. Karweit, Nancy L.*

**An Extended Cooperative Learning Experience in Elementary School.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-290
Pub Date-Dec 79
Grant-NIE-G-78-0210
Note-22p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, Age Differences, Classroom Games, Classroom Research, *Cooperation, Elementary Education, *Elementary School Students, Language Arts, Mathematics, *Self Esteem, Social Studies, *Student Attitudes, *Teaching Methods
Identifiers-*Team Learning Methods

Student Team Learning instructional techniques (Teams-Games-Tournament, Student Teams-Achievement Divisions, and Jigsaw II) have been extensively researched in six-to-twelve-week classroom experiments and found to have many positive effects. This study examines the effects of the techniques when they are used as the primary instructional method for a full semester in language arts, math, and social studies. The subjects were 388 fourth- and fifth-grade students in five elementary schools, two of which served as experimental schools and three as controls. The experimental groups scored significantly higher on four of seven Comprehensive Test of Basic Skills (CTBS) subscales than did the control groups. No significant differences were found for affective variables measured, except that the experimental groups named significantly more friends in school.'' (Author/MP)

ED 183 287 PS 011 278

*Berkeley, Muriel V. Entwisle, Doris R.*
**Kindergarten Social Climate.**
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-284
Pub Date-Sep 79
Grant-NIE-G-78-0210
Note-28p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Blacks, Caucasians, *Classroom Observation Techniques, Comparative Analysis, Early Childhood Education, Individual Differences, *Kindergarten, Low Income, Middle Class, Social Backgrouqd, *Social Differences, Social Environment, Suburban Schools, *Teacher Behavior, *Teacher Evaluation, *Teaching Methods

This is an intensive observational study of teacher behavior in six kindergartens in three schools. The schools were picked to be typical examples of a white middle class suburban school, an integrated lower class urban school, and a black lower class urban school. In all three schools teachers used the greatest proportion of class time (from 33 to 61%) for procedural activities (e.g., lining up), and the next largest proportion of time (from 18 to 37%) for cognitive activities (e.g. color naming). In all schools teacher reprimand exceeded praise and negative evaluations exceeded positive ones. Insofar as the schools observed are typical, the findings do not support hypotheses that achievement differentials for low-income children in the early years of school can be explained by less-than-average exposure to instruction or that teachers in urban schools are more critical of children than teachers of suburban students. (Author/MP)

ED 183 286 PS 011 277

*Epstein, Ann S.*

**Assessing the Child Development Information Needed by Adolescent Parents with Very Young Children. Final Report.**

High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Jan 80
Grant-OCD-90-C-1341
Note-41p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adolescents, *Expectation, Family Involvement, Family Resources, *Infants, Knowledge Level, *Mother Attitudes, *Mothers, *Parent Child Relationship

In order to study teenaged mothers' knowledge, expectations, and attitudes regarding parenthood, their support systems for coping with pregnancy and parenthood, and how these factors influence their actual parenting ability in interactions with their babies, ninety-eight female teenagers from diverse sociodemographic backgrouqds were interviewed twice and videotaped interacting with their babies. The teenagers were interviewed individually, generally in their own homes, once during pregnancy and once following birth. Results are discussed in connection with the following questions: What are teenagers' expectations about how babies develop? How observant are they of infants and parent-infant relationships? What do they define as their information needs regarding infant development? Why do they say they want to have children? How do they see their lives as changing after they become parents? How confident are they about their ability to be parents? How important are families as sources of financial, child care and emotional support? What are teenagers' experiences with medical and health services, with school-age parent programs, and with other supportive services? How can teenagers' interaction styles with their babies be characterized? How does their knowledge of infant development, their expectations and attitudes about the role of parenthood, their family support systems, and non-familial support systems influence their interactions with their babies? (Author/SS)

ED 183 285 PS 011 274

*Sutherland, Kay*

**Qualitative Evaluation of Parent Education Workshops and the Use of Parenting Models.**

Southwest Educational Development Lab., Austin, Tex.

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Beliefs, *Child Rearing, *Discipline, *Models, *Mother Attitudes, Parent Education, *Parent Workshops, Program Evaluation, Research Methodology

Qualitative methods were used to evaluate the impact of a parent education package, Ways to Discipline Children'' on 31 low income multi-ethnic mothers at four sites in Austin, Texas. Methods included one-hour pre- and post-interviews using open-ended questions about parenting models and discipline techniques, home observation schedules and participation-observation during the four sessions lasting 1 1/2 to 2 hours. The parenting models focused on three variables; (1) How does the parent direct and control learning? ( /-control); (2) How does the child learn? ( /- others) and (3) Is mediation or control of the environment by the parent important for learning to take place? ( /-environment). The study found that the parents could be categorized in terms of seven parenting models. The parenting models helped explain certain kinds of impact: Parents who had been abused as children had similar parenting models and reported similar kinds of changes; the use of positive discipline techniques is correlated with the self-other development variable and not with the control variables; changes in the parenting model were toward being less controlling and the dissonance between normative beliefs and parenting experience helped explain some of the changes the parents experienced in the workshop. (Author/SS)

ED 183 264 PS 011 239

*Hoge, Robert D.*

**The Teacher Expectation Effect: An Attempt at Clarification.**

Pub Date-Oct 79

Note-14p.; Paper based on presentation at the Annual Conference of the Canadian Association of Young Children (5th, Ottawa, Ontario, Canada, October 25-27, 1979)

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Achievement, *Effective Teaching, Elementary Secondary Education, *Expectation, Performance Factors, *Research Problems, Student Teacher Relationship, *Teacher Attitudes, Teacher Improvement, *Teacher Influence, *Teacher Responsibility, Teacher Role

Several beliefs about the teacher expectancy effect are false or half-truths. Current interest in the teacher expectation effect began with the publication in 1968 of Rosenthal and Jacobson's book, Pygmalion in the Classroom''. That book stated that a teacher's expectations for a pupil's achievement function as a self-fulfilling prophecy. Rosenthal and Jacobson also implied that this expectancy effect could be used to explain much of the variability among pupils in achievement, but they had no basis for that assertion. Their conclusion led to much research which produced very inconsistent results. Inconsistency came from two sources: serious methodological problems and a simplistic model of the expectancy effect. A more adequate model makes it clear that there is nothing inevitable about the teacher expectation effect. While I believe the formation of expectations is inevitable, sources and accuracy of teacher expectations should be investigated. Recent research indicates that teachers tend to base their expectations on aspects of the pupil's classroom behavior and generally are good judges of the potential and performance of their pupils. As teachers, though, we should be better educated in the use of information about pupils and should be continually critical of our judgments and be willing to change opinions and beliefs about school children. (Author/RH)

ED 183 265 PS 011 240

*Corsini, David A. Doyle, Karen*

**Temperament Traits of Preschool Children: Across Setting Consistency.**

Pub Date-Mar 79
Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adjustment (to Environment), Early Childhood Education, Emotional Adjustment, *Individual Characteristics, *Measurement Instruments, *Mother Attitudes, *Personality, Physical Activity Level, *Preschool Children, Rating Scales, Self Control, Social Behavior, *Teacher Attitudes, Validity
Identifiers-*Temperament

The study described in this paper examined the degree to which temperament trait characteristics of young children are perceived in a similar way by mothers and preschool teachers. Temperament ratings were obtained from mothers and from preschool teachers for 38 preschool children between the ages of 2 1/2 and 5 years of age. The children were part of a University based child care program, and the teachers had had at least six months experience with each child. Measurement instruments included both the EASI Temperament Survey of Buss and Plomin, adapted for use by parents and teachers, and a new survey created for this study. Combined, these measures contained nine termperament scales two each for the traits of emotionality, activity, impulsivity, and sociability, plus one for adaptability. One main finding was that parent and teacher ratings correlated on emotionality, activity, impulsivity and sociability. A more detailed analysis revealed that parents found these four temperament traits to be distinct and separate dimensions while the teachers did not. It was concluded that the results offer modest support for the validity of temperament traits. (JMB)

ED 183 266 PS 011 241

*Zigler, Edward, Ed. Valentine, Jeanette, Ed.*
**Project Head Start: A Legacy of the War on Poverty.**
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date-79
Note-610p.
Available from-The Free Press, A Division of Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022 ($22.50)
Pub Type- Books (010) - Historical Materials (060)
**Document Not Available from EDRS.**
Descriptors-Bibliographies, Career Development, Curriculum Development, *Developmental Programs, Disadvantaged Youth, Economic Disadvantagement, Educational Assessment, Educational Philosophy, *Educational Programs, *Federal Programs, Health, Historical Reviews, Mental Health, Parent Participation, *Preschool Education, Program Administration, Program Development, *Program Evaluation, Social Services
Identifiers-*Project Head Start

This book aims to provide a comprehensive history and analysis of the operation and evolution of Project Head Start. The volume consists of 23 original articles covering program history, the preschool education and developmental components of Head Start, and Head Start program development and evaluation. In Part One, the historical roots of Head Start, the intellectual and political climate of the 1960s, leadership within the Johnson Administration and the role of early planners and administrators are discussed. An overview of the program's first decade in operation is provided. Philosophy, implementation, curriculum models and educational assessment of preschool education within Head Start are explored in Part Two. Part Three focuses on health, mental health and social services as part of a comprehensive developmental program. Additionally, the social context of parent involvement and career development are delineated. In Part Four, special field projects among American Indians, Puerto Ricans and residents of the Trust Territory are briefly discussed as well as program development and administration. Part Five describes and presents findings of project evaluations. Parent perspectives on the program are also presented. Finally, project theory and practice are critiqued and problems of program evaluation are indicated. A bibliography consisting of materials on Head Start published between 1965 and 1975 is included. (Author/RH)

ED 183 267 PS 011 242

**Studies in Adolescent Health: Research to Improve Health Services for Mothers and Children.**

California Univ., Los Angeles. School of Public Health.
Spons Agency-Community Health Service (DHEW/PHS), Bethesda, Md.
Report NO.-DHEW-HSA-77-5701
Pub Date-77
Grant-MCHS-MC-R-060208
Note-36p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, *Adolescents, Allergy, Blacks, Evaluation, Fathers, Followup Studies, *Health, *Health Services, Hypertension, Medical Services, Mothers, Parent Role, Pregnant Students, Questionnaires, Research Utilization, Self Evaluation

This publication is one in a series summarizing final reports of research projects concerned with improving health services for mothers, children and physically handicapped youth. Topics of the 10 reports include: (1) ambulatory care patterns of urban adolescents in New York City, (2) selected parameters of school achievement among New York City junior high school students, (3) evaluation of a self-administered health questionnaire in a private pediatric practice, (4) progression of allergies in adolescents, (5) evaluation of stress (hypertension) examinations of adolescents, (6) followup study of adolescents born on Kauai, Hawaii, in 1955, (7) guidelines for self-evaluation of programs serving adolescent parents, (8) comprehensive service programs for school-age pregnant girls, (9) research utilization and information sharing regarding school-age parents, and (10) characteristics of biological fathers identified by black adolescent mothers. These research projects have produced a number of major findings that have practical applications in local and State health programs. Workers are encouraged to adopt or adapt these findings to their own programs for mothers and children. (Author/RH)

ED 183 268 PS 011 243

**Report of the Governor's Commission on Education for Parenthood.**
Kansas State Dept. of Education, Topeka.
Pub Date-78
Note-38p.
Pub Type- Reports - General (140)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Child Abuse, *Community Resources, *Curriculum Development, Elementary Secondary Education, Higher Education, Neglected Children, *Parenthood Education, *Resource Centers, *Teacher Education, Videotape Recordings
Identifiers-*Kansas, Recommendations

Part of an effort to develop a state plan to prevent child abuse and neglect, this report provides a summary of recommendations and supporting rationale for parenthood education in Kansas. Brief reports of committees on (1) curriculum development in elementary and secondary school, (2) teacher preparation in colleges and universities, (3) community based resources for parents, and (4) a parenthood education resource center are provided. Production of video tape materials on child abuse and neglect is reported in Appendix A. Kansas State House of Representatives Resolution No. 5060 in support of parenthood education in the public schools is reproduced in Appendix B. Appendix C presents findings from the Governor's Task Force on Problems of Youth, concerning child abuse and recommendations for prevention. (RH)

ED 183 179 IR 008 120

**Six-Year Planning Report for Crosby Library, Gonzaga University.**
Gonzaga Univ., Spokane, Wash.
Pub Date-Dec 77
Note-91p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Academic Libraries, Financial Support, *Library Collections, *Library Facilities, *Library Planning, *Library Services, Professional Personnel

A response to a call for six-year planning documents from Gonzaga University's instructional units, this report is divided into five broad sections: (1) library collections, an assessment of Crosby Library's holdings and comparison with the overall quantitative standards established by the Association of College and Research Libraries; (2) library services, an analysis of the effectiveness of services being offered; (3) library facilities, an examination of the library's spatial limitations and needs; (4) library staffing, a comparison of the library's present staffing with recommended national standards; and (5) library finance, a comparison of present funding with the perceived needs of the future. (FM)

ED 183 180 IR 008 121

**Survey of California Public Libraries, 1978-1980: Before and After Proposition 13.**

California State Library, Sacramento.
Pub Date-Nov 79
Note-15p.; For related document, see ED 171 274
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Federal Aid, *Financial Support, Library Expenditures, Library Services, *Library Surveys, *Public Libraries, State Aid, *Tax Support
Identifiers-*Proposition 13 (California 1978)

A financial survey views the net effect of California's Proposition 13 as effectively lowering financial support of libraries 25 percent. After three years, this reduction in income has resulted in a 22 percent drop in the number of library outlets, a 23 percent reduction in operating hours, and an 18 percent loss in library staffing. Funds for library materials are back to within one percent of 1978 levels, not accounting for inflation; however, the loss of up to 17 percent in purchasing power is resulting in missing titles as these go out of print. To balance this view, volunteer usage is up 282 percent and circulation and reference declines are no more than 12 percent and 8 percent respectively. Although California libraries are still an important community and cultural presence, their continued excellence is in jeopardy given financial constraints. (RAA)

ED 183 181 IR 008 123

*Dennis, J. Richard*

**Teacher Education in Use of Computers. The Illinois Series on Educational Application of Computers, No. 1e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-23p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, *Computer Science Education, Curriculum Development, Educational Programs, *Inservice Teacher Education, *Models, *Preservice Education, *Program Descriptions

Two model programs have been developed for preservice and inservice training of teachers in the instructional applications of computers. The preservice model features a background in computer science, foundations of instructional computing using a total school view and content specific view, a task-centered practicum in instructional computing, and practice teaching. The inservice training model consists of three stages: (1) initial literacy, (2) implementation, and (3) maintenance or growth. Curriculum maps are provided for both programs and three references are listed. (CMV)

ED 183 178 IR 008 119

**Report of the Conference on Development of User-Oriented Software (Alexandria, Virginia, November 8-10, 1977).**

American Statistical Association, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Social Sciences.
Pub Date-Nov 77
Grant-NSF-76-15271
Note-257p.; Figure 2, page 235, is not legible.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-*Census Figures, Data Bases, Data Collection, *Data Processing, *Disclosure, Information Processing, *Information Systems, *Statistical Data, Use Studies

One of four projects conducted by the American Statistical Association (ASA) in cooperation with the Bureau of the Census, the conference explored the most important and fruitful research and development topics within the user-oriented software domain. Its objectives were to (1) develop recommendations on mechanisms to improve access to and use of machine-readable Census Bureau data; (2) identify software systems needed to assist the user community to more easily organize, tabulate, and present census data; (3) review possible additional means for user access to census data; (4) identify and recommend specific research and development activities that would lead to improvements in the access to and utilization of such data: and (5) develop specific recommendations to ASA for proceeding with an expansion of its program. This report summarizes each day's session, as well as discussions and recommendations of the conference groups and sub-groups. Appendices list the participants, provide background and bibliographic material, describe the conference agenda, contain the papers submitted, and offer a Census Bureau view of the activities discussed by the participants. (FM)

ED 183 202 IR 008 146

*Cox, John P.*

**Common PILOT Manual. The Illinois Series on Educational Applications of Computers, Number 34.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Pub Date-Jul 79
Note-36p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, Computer Programs, Instructional Design, *Manuals, *Material Development, Programing, *Programing Languages, *Teacher Developed Materials
Identifiers-Computer Software, Microcomputers

This manual presents an overview of the PILOT educational computer language, a simplified teacher-directed alternative to the use of BASIC for designing computer assisted instruction, and provides examples to illustrate its features. These features are described in terms of format, labels, numeric variables, alphanumeric variables, system variables, expressions and operators, functions, op-codes or commands, entering PILOT programs on the Horizon computer system, and running PILOT programs. Appendices describe proper use of vectors or arrays in PILOT programs, and exponential notation and ASCII code. (MV)

*Fairholm, Gilbert W.*

**Telemedia Technology. Telecommunications Study Commission, Working Paper No. 5.**

Virginia State Telecommunications Study Commission, Richmond.

Pub Date-23 Aug 79

Note-24p.; For related documents, see IR 008 153, IR 008 158, and IR 008 160

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cable Television, *Delivery Systems, *Educational Television, Fixed Service Television, Programing (Broadcast), *Public Television, State Programs, *Telecommunication

Identifiers-*Virginia

This report presents an overview of the distribution formats for instructional television. While broadcast means of distribution have ben the mainstay of instructional television in the past, there are at least three television technologies that are considered as appropriate delivery mechanisms: over the air transmission, including broadcasting, instructional television fixed services, and satellites; wire or cable transmission, such as cable television and common carrier services; and copy technologies such as video tape, video cassette, video disc, facsimile, and print Braille. Each of these formats is discussed and considerations for their use for educational programming are presented. (Author/RAO)

ED 183 204 IR 008 153

*Uhlmann, Judith*
**The Role of a Central State Agency in Television. Telecommunications Study Commission, Working Paper No. 6.**
Virginia State Telecommunications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-32p.; For related documents, see IR 008 152-160, IR 008 162, and IR 008 164-165
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Agency Role, Cable Television, Educational Television, Public Television, Radio, *State Agencies, State Programs, *Statewide Planning, *Telecommuqication, Telephone Communication Systems
Identifiers-*Virginia

This report describes the Virginia Public Telecommunications Council, an agency formed to manage and coordinate the Commonwealth's investments in and uses of all kinds of telecommunications services, facilities, processes, capacities, and products. In this respect they act as professional consultant, liaison officer, approval authority, planner, program evaluator, policy analyst, and staff advisor to state agencies, institutions, localities, and nonprofit telecommunications entities. Their legal authority, current functions, and future priorities are explained and an appended program exhibit is provided, detailing the council's organization, program justification, and program descriptions. (Author/RAO)

ED 183 205 IR 008 155

*Schneider, Frederick C.*

**Instructional Television in Virginia. Telecommunications Study Commission, Working Paper No. 8.**

Virginia State Telecommunications Study Commission, Richmond.

Pub Date-23 Aug 79

Note-33p.; For related documents, see IR 008 153, IR 008 156, and IR 008 158

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Agency Role, Cable Television, *Educational Television, Financial Support, Management, Programing (Broadcast), *State Agencies, *State Programs, *Telecommunication

Identifiers-*Virginia

The role of state organizations in instructional television programming, program selection, production, and distribution are discussed and the overall management, funding, and cost forecasting for ITV are explored. Instructional television in Virginia, as discussed in this paper, is defined as the presentation via video format of information to be used in a regular course of instruction for credit at any academic level and can include any programming available over a broadcast or cable system that is used by an instructor as part of the course. The agencies and organizations most involved with the delivery of ITV programming in the Commonwealth are the Virginia Public Telecommuqications Council, the Regional Schools Contract Planning Committees, the Department of Education, and the Public Television Stations staff. (RAO)

ED 183 226 JC 800 046

**Selected Characteristics of Fall 1979 Entering Students. Student Flow Program, Report 2.**

Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-17p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Age, Basic Skills, *College Majors, Community Colleges, Diagnostic Tests, Enrollment Trends, Females, Financial Needs, Full Time Students, Junior Colleges, *Junior College Students, Liberal Arts Majors, Males, Part Time Students, Remedial Instruction, School Surveys, *Student Characteristics, *Student Financial Aid, *Student Placement, Tables (Data), Transfer Students, Vocational Education

Data were gathered on the 2,005 new and transfer students who entered Kapiolani Community College in Fall, 1979. These data, extracted from student applications, placement test files, and financial aid records, show that: (1) 61% of the students were female; (2) 43% were below the age of 19; (3) 88% were unmarried; (4) 60% had attended a public, Oahu high school; (5) the majority of liberal arts, public services, and unclassified students were attending part-time; however, 92% of the health services and 56% of the food/hotel services majors were attending full-time; and (6) over 70% of the liberal arts, business education, food/hotel, and unclassified students were new to higher education, while most health services (72%) and public services (89%) majors were transfer students. About the same percentage of students declared a liberal arts (44%) as a vocational (46%) major. Only 6% of the entering students received financial aid. Of these 126 students, 50 were in liberal arts, 45 in business, 18 in food/hotel services, 12 in health services, and one student was unclassified. The majority of students were awarded amounts under $1,000. Females received financial aid at a ratio of four-to-one over males. About 86% of the students took placement examinations. Of these, 50% revealed a need for a combination of basic mathematics and English courses. Tables comparing data by program area are included. (JP)

ED 183 225 JC 800 045

**Results of the Fall 1979 Entering Student Survey. Student Flow Project, Report 3.**
Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-38p.
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Academic Aspiration, College Preparation, Community Colleges, Financial Support, Junior Colleges, *Junior College Students, Occupational Choice, Questionnaires, *School Surveys, *Student Attitudes, *Student Characteristics, Student Motivation
Identifiers-Student Educational Objectives

A survey of the 2,005 Fall, 1979, entering students at Kapiolani Community College (KCC) was conducted to determine: (1) reasons for attending college, (2) educational and vocational goals, (3) work experience, (4) factors which might affect student success, and (5) student perceptions of their academic preparation. The survey, administered via a questionnaire included in registration packets, achieved a 53% response rate. Of the respondents, 44% were liberal arts majors, 63% were female, 50% were below 19 years of age, and 56% were full-time students. Survey findings indicate that only 22% of the respondents had any work experience related to their fields of study, and that the major reasons for attending college were preparation for a career, attainment of a certificate or degree, transfer to a four-year college, and life enrichment. The majority of the respondents (61%) were not worried about college expenses; major sources of funding included job and/or savings (57%) and support from relatives (46%). Most of the respondents (81%) maintained a C or B average during high school, and their perception of their job and/or academic preparation was positive. The survey report includes several data tables and is appended by a sample survey instrument. (JP)

ED 183 227 JC 800 115

**The Training of Adult Career Development Specialists: The Desirability, Feasibility, and Constraints of Developing a Curriculum in the Community College.**

Chaffey Coll., Alta Loma, Calif.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-1 Sep 79

Note-46p.; Page 42 of the original document was deleted due to irreproducibility

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Adult Counseling, Adult Learning, Articulation (Program), Associate Degrees, Community Colleges, Counselors, *Couqselor Training, Educational Certificates, Employment Opportunities, *Junior Colleges, *Paraprofessional Personnel, Peer Counseling, Program Content, Program Descriptions, *Program Development, Surveys, *Vocational Counseling

Various planning issues related to the development of a program to train paraprofessional counselors as Adult Career Development Specialists are considered in this four-part report. Part I presents a literature review dealing with the developmental tasks associated with the various stages of the adult life cycle, the need for new adult guidance techniques to address both career and developmental needs, and the usefulness of peer counseling in meeting these needs. Part II discusses the feasibility of paraprofessional training as determined by: (1) a survey of existing programs for adults in 28 four-year and 17 two-year institutions; (2) consultation with vocational faculty and administrators at Chaffey College and other institutions; (3) mailed and telephone surveys of public and private social service agencies; and (4) the results of a pilot training program initiated by Chaffey College. Part III presents the curricula, including course descriptions, for three program alternatives certificate only, certificate programs which require an associate degree, and certificate programs in which the associate degree is optional. Part IV concludes the report with discussions of the lack of employment for persons trained in this specialty area, the funding problems in establishing the training program, and the difficulties in finding internship placements for paraprofessional counselors. (JP)

ED 183 201 IR 008 145

*Hicks, Bruce Zibit, Melanie*

**MC Painting Manual A: User's Guide. The Illinois Series on Educational Applications of Computers, No. 33. Revised Edition.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Pub Date-Jul 79

Note-16p.; For related documents, see ED 160 068, ED 172 772, and ED 172 779

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Computer Assisted Instruction, *Computer Graphics, *Manuals, *Painting

Identifiers-*Microcomputers

This manual provides detailed instructions for using the different tools and procedures of the microcomputer painting medium developed at the University of Illinois, which enables the user to make pictures on a color TV screen. The user is in immediate and direct control of the picture-making at all times, through his use of two paddles,'' buttons on the paddles,'' and the keyboard of the microcomputer. Typical equipment needed includes an APPLE II microcomputer, a small color TV set, a modulator between the computer and the TV, two paddles,'' and a disk drive or a cassette tape recorder. The MC painting medium is implemented on the computer through a program, HZ1 (mod SBN), written in BASIC language, which is loaded from diskette or cassette tape. An MC painting can also be saved on a diskette or a cassette tape and later loaded for viewing or editing. (Author/CMV)

ED 183 155 IR 008 069

**Issues and Alternatives: A Guide for the Policy Maker.**

Dallas Public Library, Tex.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-78
Grant-PD-31871-78-1166
Note-140p.; The attached computer printout may not reproduce well
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Age, Bibliographies, City Planning, Education, Fees, *Humanization, *Information Services, Labor Unions, Neighborhood Improvement, *Policy Formation, Public Libraries, *Public Policy, Public Service Occupations, *Social Problems, Transportation, Youth
Identifiers-*Public Interest Information Network

This document describes the policy-oriented information delivery mechanism, the Public Interest Information Network (PIIN), that was developed by the Dallas Public Library to respond to the informational needs of local governments and citizen's groups by compiling sources which can provide a humanistic context for evaluating public policy options. The major part of the document consists of 10 articles, each of which represents a contribution to PIIN from area universities: (1) basic education, (2) public service unions, (3) urban growth issues, (4) user charges and the financing of city services, (5) urban transportation, (6) neighborhoods: their evolving role in urban policy, (7) youth: a humanistic perspective, (8) neighborhood revitalization and displacement: some neglected considerations, (9) public and private sector service provision: an alliance for the future, and (10) the literary view of aging. Suggested readings are listed for each of these topics. Appended are representative computer-generated printouts of searches conducted by PIIN staff to meet the needs of groups who are further along in the policy formation process, who need to identify available community resources and/or materials previously generated by other researchers or policy specialists. The two distinct computerized information systems used in these searches Community Information Sources (APL/CAT) and National Information Retrieval Services are described. (Author/JD)

ED 183 156 IR 008 070

**Library Position Descriptions. Second Edition.**
Inglewood Public Library, Calif.
Pub Date-79
Note-155p.; For related documents, see ED 046 425
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Classification, Flow Charts, *Job Analysis, *Librarians, *Libraries, Nonprofessional Personnel, *Occupational Information, *Personnel
Identifiers-*Library Positions

As an aid to library administrators, professional staffs, and officials in making comparative evaluations of their own organization's position descriptions and in developing new position descriptions and classification specifications, this document describes 72 library-related positions and divides them into two major groups of classifications: ten library classifications and five non-library classifications. The library classifications range from Library Director to Library Aide; the non-library classifications cover Administrative Assistant III through Monitor. Examples of job titles are Film Projectionist, Bindery Clerk, Circulation Control Supervisor, Graphic Designer, Young Adult Librarian, Volunteer Assistance Coordinator, Exhibits Librarian, Commuqity Services Librarian, Librarian for Srvice to the Spanish Speaking, and Coordinator of Adult Services. The position descriptions developed in this study follow the standard pattern of listing the various duties required in the position; a job summary and a responsibility relationship statement are also included. In order to determine the essential make-up of the position described, the percentage of time spent on each duty is indicated and the duties are ranked by this percentage. Two organizational charts and an index to job titles are provided. (Author/JD)

ED 183 157 IR 008 072

**Maryland State Department of Education: Division of Library Development and Services. Report 78.**

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date-78

Note-33p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Annual Reports, *Instructional Materials Centers, Library Expenditures, *Library Services, *Public Libraries, School Libraries, State Departments of Education, *Statistical Data

Identifiers-*Maryland

Introduced with an overview of planned library service, the four parts of this annual report cover the Maryland State Library Network, public library services, school media services, and statistical data. The first part summarizes the activities of the state library resource center and the regional library resource centers, and provides statistical data on regional libraries' interlibrary loan performance and a comparison of the state regional library resource center for 1977 and 1978. Part two describes the community services, information and referral services, and services to institutions of the state's public libraries; the activities of the Maryland State Library for the Blind and the Physically Handicapped are noted, and a table of public library building data is supplied. Part three covers the program development, resources, and training activities of the state's school media centers and describes the State Media Services Center; financing information is provided and statistics are compared for 1977 and 1978. The appendices contain 13 tables of statistics on public library operating income and expenditures (per local system), LSCA projects, school media centers, materials collections, staffing in school media centers, and book costs.

ED 183 154 IR 008 068

**An Inventory to the Records of the 1977 South Carolina International Women's Year Conference.**
Winthrop Coll., Rock Hill, S.C.
Pub Date-79
Note-8p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Archives, Conferences, *Feminism, *Library Collections, Primary Sources, Social History, State Programs

This inventory describes the records of the 1977 South Carolina International Women's Year Conference which, as part of the archives and special collections of Winthrop College's Dacus Library, are available for research. Included in the collection are minutes, correspondence, financial records, resolutions, newspaper clippings, publications, press releases, brochures, questionnaires, speeches, tape recordings, and other records. (JD)

ED 183 153 IR 008 067

*Rohmiller, Tom*

**An Instructional Module on Library Research.**

Dayton Univ., Ohio.

Pub Date-77

Note-23p.; Some examples may not reproduce

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Libraries, Autoinstructional Aids, *Bibliographies, *College Students, Divided Catalogs, Indexes (Locaters), Learning Modules, *Library Research, Search Strategies

Intended for college students whose library skills are inadequate for research at the university level, this self-instructional module introduces the user to bibliographies both conceptually and practically; i.e., what makes up a bibliography, how to use a bibliography, and how to compile a bibliography. The module has four sections: (1) bibliographies definitions, (2) the card catalog as bibliography, (3) the periodical indexes as bibliographies, and (4) the search strategy and working bibliography. Each concludes with a set of short exercises, the answers to which are provided at the end. (JD)

ED 183 177 IR 008 118

**Proceedings of the Oklahoma Governor's Conference on Libraries and Information Services. A Pre-White House Conference (April 30-May 2, 1978).**

Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date-May 78
Note-73p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Conferences, *Information Services, *Libraries, *Library Programs, *Library Services, Needs Assessment, State Programs
Identifiers-*Oklahoma, *White House Conference Library Info Services

This report contains information detailing a state conference which was held to foster citizen awareness of the value of library services and to translate that awareness into concern and willingness to become involved in programs to improve the quality of information services. Seven sections discuss the following: (1) the conference planning process; (2) pre-conference activity; (3) conference activities; (4) issues, recommendations, and resolutions; (5) delegates chosen for the national White House conference; (6) post-state conference activity; and (7) results of an evaluation survey conducted at the conference. Appendices include letters, lists, forms, memos, agendas, and other materials distributed at the conference. (FM)

ED 183 224 JC 800 023

*Campbell, William F. Dogoloff, Sylvan A.*

**Employer Evaluations of the Professional Competencies of C.C.B.'s FY 1978 Graduates.**

Baltimore Community Coll., Md.
Pub Date-Oct 79
Note-35p.; Appendix F has been removed.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*College Graduates, Community Colleges, Education Work Relationship, *Employer Attitudes, Employment Qualifications, Job Skills, *Junior Colleges, *Personnel Evaluation, *Relevance (Education), School Community Cooperation, State Surveys

Employers of the students that graduated from the Community College of Baltimore (CCB) in 1978 were surveyed during the spring and summer of 1979 to determine: (1) the usefulness of the two-year associate degree in obtaining work; (2) the adequacy of job skill training provided at CCB; (3) the willingness of employers to hire other CCB graduates; (4) the additional skills or knowledge that employers felt that graduates should have; and (5) the willingness of employers to share expertise with faculty. Employers' names and addresses were requested from the 908 graduates; 482 students replied. Only those who were employed full-time, had jobs related to their fields of study, and who gave permission to contact their employers were selected for the survey. Of the 176 eligible employers, 142 replied. Survey results showed that 29% of the employers required an associate degree (A.A.), while 45% gave preference to A.A. holders. The majority (94%) considered CCB graduates adequate or more than adequate'' in the performance of job duties, and 79% indicated that graduates had good or very good'' technical skills. Over 94% were willing to hire other CCB graduates, and 85% indicated a willingness to share expertise with the college. The survey report compares data by program area and CCB results with results obtained by other Maryland colleges that conducted the same survey. (JP)

ED 183 149 IR 008 062

*Watt, R. J. Leo*

**A Guidebook and Directory for Teacher-Librarians on School-Based In-Service. Studies in School Librarianship: 2.**

Kelvin Grove Coll. of Advanced Education, Brisbane (Australia).
Pub Date-79
Note-62p.
Available from-Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, 4059, Brisbane, Queensland, Australia ($3.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Directories, Elementary Secondary Education, *Faculty Development, Guides, *Inservice Programs, *Inservice Teaching, *Librarians, Library Services, Questionnaires, Teaching Experience
Identifiers-*Australia

This study examines faculty development carried on through school-based inservice programs, and looks at ways that a teacher-librarian can initiate or participate in such programs. Separate sections review the relevant literature; explore the roles of teacher-librarians in inservice programs (e.g., as change agents, curriculum consultants, school network links, and resource persons in team teaching); give examples of these roles as they have been implemented in Brisbane; list support services related to personnel, materials, and funding; and provide guidelines for practitioners. A general bibliography and annotated bibliography of specific resources precede a sample instrument used to gain pertinent information from teacher-librarians. (FM)

ED 183 150 IR 008 063

*Chepesiuk, Ron, Comp.*

**A Guide to the Manuscript and Oral History Collections in the Winthrop College Archives and Special Collections.**

Winthrop Coll., Rock Hill, S.C.

Pub Date-78

Note-42p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Archives, *Audiotape Recordings, Females, *Library Collections, Library Guides, Local History, *Oral History

Identifiers-*Manuscripts, *South Carolina

This handbook describes the nature and scope of the manuscript and oral history collections acquired by the archives from 1975 to 1978 and abstracts many documents pertaining to the role of female Winthrop graduates in shaping South Carolina's history. Entries are arranged alphabetically by collection title with each entry numbered consecutively. An alphabetical index includes the names of the collections and the subjects and names of people mentioned in the descriptive entries. (FM)

*Zubatsky, David S.*

**The History of American Colleges and Their Libraries in the Seventeenth and Eighteenth Centuries: A Bibliographical Essay. Occasional Papers No. 140.**

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date-Oct 79

Note-69p.

Available from-Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL (subscription to series, $7.00 per year; single issue, $2.00, prepaid; $1.00 per issue if ten or more are ordered)

Pub Type- Reference Materials - Bibliographies (131) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Annotated Bibliographies, *College Libraries, Colleges, *Colonial History (United States), Essays, Library Collections, *United States History, *University Libraries

This bibliographical study of colleges and their libraries established during the colonial and early national periods of American history concerns both institutional histories and the availability of books and the nature of the collections in these institutions' libraries. It identifies sources which will aid the library historian and calls attention to the gaps and desiderata in the literature on this subject. The essay supports the notion that early American college libraries developed as an important part of the total higher educational process. An introductory survey of early American college characteristics is followed by bibliographies and general resource listings for both colleges and libraries. The remainder of the bibliographic essay is arranged by founding dates of the nine colonial colleges. A brief section at the end discusses the libraries of several colleges founded in post-Revolutionary America. (Author/FM)

ED 183 152 IR 008 065

*Taylor, Robert S.*

**The Information Environment. Education and Curriculum Series No. 3. Syllabus for IST 501.**

Syracuse Univ., N.Y. School of Information Studies.

Pub Date-Jan 78

Note-45p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IST-2 No. 3; $5.00 plus shipping)

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Curriculum Guides, Environment, Graduate Study, *Information Needs, *Information Services, *Information Systems, *Information Utilization, Library Education, Problems

This syllabus outlines a graduate-level introductory overview of the agencies, industries, and services whose primary concerns are the creation, processing, storage, distribution, and use of information; also considered are questions relating to technological impact, the role of the information professional, and cost-benefits. The course is divided into five parts: (1) general contexts, including preliminary definitions, prehistory, and historical convergences; (2) the information environment today, including technological antecedents, characteristics, and problems; (3) information needs, uses, and users; (4) the functions, processes, and products of formal information agencies and systems; and (5) critical problems dealing with economic considerations, legal constraints, professionalism, and estimating the future. A selected bibliography arranged by the syllabus topics is provided. (FM)

ED 183 176 IR 008 115

*Lowry, Glenn R.*

**Online Document Retrieval System Education for Undergraduates: Rationale, Content and Observations.**

Pub Date-25 Mar 80

Note-17p.; Paper presented at the National Online Information Meeting (New York, NY, March 25, 1980)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Libraries, Course Descriptions, *Information Retrieval, Information Systems, *Library Instruction, *Library Skills, *On Line Systems, Undergraduate Students

Identifiers-*New Jersey

This report describes the conceptual content and hands-on activities of a course in online information retrieval skills offered at Stockton State College to expose undergraduate students to an important area of information science not traditionally included in undergraduate computer science curricula. Observations of student experience with the course work, an evaluative summary, and references are provided. (FM)

ED 183 175 IR 008 113

**Library Service to the People of New York State. A Long-Range Program October 1, 1979-September 30, 1984 for the Improvement of Library Services Using Local, State, and Federal Resources.**

New York State Library, Albany.
Pub Date-Juq 79
Note-24p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Improvement, Library Networks, *Library Planning, *Library Services, Program Descriptions, Public Libraries, *Regional Libraries, *Regional Planning, State Departments of Education, State Libraries, *State Programs
Identifiers-*New York

This report describes a comprehensive five-year program for the enhancement of library services in New York State, one which (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate; and (4) meets the requirements of the Federal Library Services and Construction Act (LSCA). An overview of the state library environment is offered, constraints on services are outlined, and the program's goals and objectives are explained. A bibliography of major documents for New York State library service programs is included. (FM)

ED 183 174 IR 008 111

*Lippincott, Joan K.*

**An Introduction to ERIC: Script for a Taped Point-of-Use Program.**

Pub Date-77

Note-10p.

Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Graduate Students, *Information Sources, *Information Utilization, Instructional Materials, Library Instruction, *Search Strategies, Undergraduate Students

Identifiers-*ERIC

This program introduces undergraduate and graduate university students to the ERIC (Educational Resources Information Center) system. The document includes an outline of objectives, a list of materials, description of procedures, the script for the taped program, and an evaluation form. This program was developed as a point-of-use library instruction aid. (Author)

ED 183 198 IR 008 140

Muiznieks, Viktors J. Cox, John

**Documentation of CTRS Computerized Test-Result Reporting System. The Illinois Series on Educational Application of Computers, No. 22e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-72p.; Computer printout lists may not reproduce; see IR 008 123-139, IR 008 142, and IR 008 144.
Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Managed Instruction, *Computer Programs, Guides, Item Analysis, *Program Descriptions, Programers, Programing Languages, *Recordkeeping, Student Testing, *Test Results
Identifiers-*BASIC Programing Language

The Computerized Test-Result Reporting System (CTRS), which consists of three programs written in the BASIC language, was developed to analyze obective tests, test items, test results, and to provide the teacher-user with interpreted data about the performance of tests, Lest items, and students. This paper documents the three programs from the viewpoints of both the potential user in a school system who is not necessarily familiar with computers, and the computer programmer wishing to examine the structure of the system or seeking to modify the programs for use on a computer system using a different version of BASIC language. In this paper, the programs are described as they were written in Version 1.0 of the ICOM-DEBBI brand of BASIC. The three programs are PREP, a preparation program used to convert unformulated student answers into a more readily graded form; GRADE, a test grading and analysis program used to produce student results, item analysis, and test reliability results, and to output this information in printed form; and DUMP1, which is used to obtain cumulative statistics about CTRS use for more detailed analysis. Appendices include sample output from GRADE and DUMP1, as well as program listings, variables, and flow diagrams for the three programs, and the TEXT file. (Author/CMV)

ED 183 199 IR 008 142

Cox, John

**Documentation INFO: A Small Computer Data Base Management System for School Applications. The Illinois Series on Educational Application of Computers, No. 24e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-109p.; Best copy available. For related documents, see IR 008 123-140, and IR 008 144.
Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Programs, Guides, Information Retrieval, Information Storage, Information Systems, *Management Information Systems, *Program Descriptions, Programers, Programing, Programing Languages, *Recordkeeping, *Schools
Identifiers-*BASIC Programing Language, *Microcomputers

This paper documents the program used in the application of the INFO system for data storage and retrieval in schools, from the viewpoints of both the unsophisticated user and the experienced programmer interested in using the INFO system or modifying it for use within an existing school's computer system. The opening user's guide presents simple instructions with examples for using the INFO system to store data and search for certain entries. The programmer's guide covers size of files and necessary memory to use the programs, as well as the time it takes to run the programs; and a conversion guideline is included to explain those BASIC commands which are not always available on other microcomputer systems. A section on each program presents the program listing, the function of each variable, and suggestions for modifications which might be desirable for other applications. (Author/CMV)

ED 183 200 IR 008 144

*Lockard, Henry Cox, John*

**Documentation A Computerized Instructional Resource Management System. The Illinois Series on Educational Application of Computers, No. 26e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-90p.; Best copy available; The computer printout (p.46-68) may not reproduce; For related documents, see IR 008 123-140, and IR 008 142.

Pub Type- Guides - Non-Classroom (055) - Non-Print Media (100)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Computer Managed Instruction, *Computer Programs, Guides, Individualized Instruction, Instructional Systems, *Management Systems, *Program Descriptions, Programers, Programing, Programing Languages, *Scheduling

Identifiers-*BASIC Programing Language

This paper, which describes a computerized appointment scheduling system for individualized instruction from the point of view of the teachers and students who will use it, also includes more technical data for those readers who are familiar with the BASIC language. A guide to the logic, possible modifications, and a program listing are included, as well as a discussion of some of the less common BASIC statements used in the system to assist in various commands. The opening user's guide is intended to help those not necessarily familiar with BASIC to learn how to use the system, while the more technical programmer's guide which follows includes file structure, new semester/new teacher user program changes, other modifications and conversion (transportability) guidelines, code description, variables used, and program listing.

(Author/CMV)

ED 183 222 JC 790 429

**Community College Graduates, July 1, 1978 to June 30, 1979.**
Hawaii Univ., Honolulu. Community Coll. System.
Report NO.-CC-IRP-124
Pub Date-Jul 79
Note-9p.; Table II has been deleted except for statewide totals
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Associate Degrees, *College Graduates, *College Majors, Educational Certificates, Enrollment Trends, Females, Junior Colleges, *Junior College Students, Males, State Surveys
Identifiers-*Hawaii

From July 1978 through June 1979, 2,703 students graduated from the Hawaii community college system, an increase of 6% over the previous year's total. During this period, 2,819 degrees and certificates were awarded; 31% were Associate in Arts, 48% Associate in Science, and 21% Certificates of Achievement. Systemwide, 54% of the graduates were male. However, females comprised 91% of health program and 99% of secretarial/clerical program graduates; 88% of the technology program graduates were male. Analysis by program showed that the 11 programs with the greatest number of graduates were liberal arts (857 graduates), clerical (156), accounting (149), secretarial science (136), auto mechanics technology (131), practical nursing (120), food services (120), mid-management/merchandising-management (80), police science (69), and hotel operation and electronics (58 each). A total of 137 Certificates of Completion were also awarded for job skills courses. The study report includes data tables illustrating the number and types of degrees awarded, the number of graduates earning two or more diplomas, and the number of certificates of completion awarded. (JP)

ED 183 223 JC 790 627

*Nettleship, Lois*

**Lectures on Law Enforcement.**

Johnson County Community Coll., Overland Park, Kans.

Pub Date-79
Note-35p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Constitutional History, Constitutional Law, Court Role, Courts, European History, Juqior Colleges, *Law Enforcement, Lecture, *Legislation, *Police, Police Community Relationship, Revolutionary War (United States), *United States History
Identifiers-Age of Enlightenment, *English History, Vagrancy

Three lectures on law enforcement are presented that were prepared for study purposes at Johnson County Community College. The first lecture examines the fundamental ideas of the Age of Enlightenment and discusses their influence on the American Revolution, the United States Constitution, and the Bill of Rights. Major provisions of the Bill of Rights are summarized and the reasoning that resulted in its creation is analyzed. Finally, the relationship between the law, law enforcement, and the courts is illustrated with a summary of a court case. After discussing the secularization of the authority behind the law, the second lecture uses the history of vagrancy laws in England and the United States to illustrate how the law changes over time with differing social and economic conditions. The third lecture compares the histories of the London Metropolitan Police Force and the American urban police. Particular emphasis is placed on the differing constituencies from which these forces derive their authority and on the differing roles they play in their respective judicial systems. Each lecture is followed by study questions and a bibliography. The first two also include court cases for possible consideration and other suggested course activities. (JP)

ED 183 170 IR 008 107

*Gehring, Charles, Ed.*

**A Guide to Dutch Manuscripts Relating to New Netherland in United States Repositories.**

New York State Library, Albany.
Pub Date-78
Note-148p.
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Archives, *Colonial History (United States), *Dutch, Library Collections, *Primary Sources, Union Catalogs
Identifiers-*Manuscripts, *New Netherland

Intended to furnish researchers with the location of source material relating to New Netherland, this guide describes the documents and collections held by United States repositories and provides accessibility to them by noting available printed or manuscript translations and indicating whether copies of the originals have been collected for the New York State Library. The time period covered by the materials cited in the guide extends from the earliest years of Dutch West India Company activity in New Netherland to the final relinquishing of control of the territory to the English in 1674; all documents are manuscripts, with one exception, and all are in Dutch (except for some English notations and endorsements entered later). Organized in a fashion similar to Hamer's Guides to Archives and Manuscripts in the United States,'' this guide lists the repositories in alphabetical order by state; the documents in each repository are listed in chronological order. Each entry begins with a key word followed by a brief description of the essential information in the document. The date of the document and the repository's identification number or code are given, and information on translations and available copies of the document is provided. A list of abbreviations and an index are included in the guide. (Author/JD)

ED 183 195 IR 008 137

*Gaede, Owen F. Singletary, Ted J.*

**Computer Applications in Science Education. The Illinois Series on Educational Application of Computers, No. 17e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-85p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Computer Programs, Guidelines, Learning Activities, Programing Languages, *Science Education, Simulation, Student Testing, *Teaching Methods, Tutoring, *Use Studies
Identifiers-Drill and Practice

This paper provides a summary of information and ideas relevant to the use of computers in science education, describes a variety of uses and strategies, discusses advantages and disadvantages of specific applications, and explores the decision-making process surrounding computer instruction implementation. Uses and strategies which are described include laboratory assistance, simulations, tutorial lessons, drill and practice, and testing. Each of these areas ends with a list of suggested study activities. No attempt is made to teach programming, for this paper presupposes that the reader possesses some skill in either BASIC or FORTRAN, or a language of a similar structure. Appendices contain a listing of a test statistics program and a test item analysis program, and a brief bibliography is attached. (Author/CMV)

ED 183 219 IR 008 197

*Ardito, Stephanie*

**Advocacy and Information: Research Issues and Practice.**

Pub Date-27 Nov 79

Note-39p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 27, 1979)

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Change Agents, Gerontology, *Information Needs, *Information Services, Librarians, *Library Role, Library Services, *Older Adults, Opinions, *Social Change, Surveys

Identifiers-*Information and Referral Services

This paper presents the view that information specialists and librarians do little to promote change in the status of the elderly in society, that the profession lacks determination and risk-taking even though it has the expertise to access information for social change. Controversy among information professionals regarding personalized service to the elderly is detected, and political implications and value judgments are seen as major factors in determining valid information service. The failure of information specialists to go beyond narrowly defined linkages of people with services and to assist the elderly in decision-support information for advocacy purposes is criticized. A literature review demonstrates this lack of advocacy responsibility in the information profession, as do the results of a survey of information specialists on their views of advocacy. A bibliography is provided. (Author/FM)

*Jacobs, Mary Ellen And Others*
**Online Resource Sharing II. A Comparison of: OCLC, Incorporated, Research Libraries Information Network, and Washington Library Network.**
California Library Authority for Systems and Services, San Jose.
Pub Date-Jan 79
Note-171p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Comparative Analysis, Information Networks, Information Processing, Information Systems, Libraries, *Library Administration, *Library Automation, *Library Networks, *Library Planning, Library Technical Processes, *On Line Systems

This comparative study of three major online bibliographic systems is designed to provide assistance to library administrators in the assessment of the potential impact of such systems upon the operations of their libraries. A side by side arrangement of the text allows an overview of any specific characteristic under consideration. These characteristics are divided into several broad areas: (1) description, i.e., information on current services, access modes, characteristics of users, system startup, user support services, and general system information; (2) searchability aspects, including the file system indexing, provisions for quality and authority control, and the command language and formats utilized; (3) processes and products associated with online cataloging, acquisitions, and serials control; (4) applications to other library functions, e.g., circulation, reference, interlibrary loan, and management information; (5) financial and administrative considerations, i.e., charges and fees, contract obligations, and arrangements with regional networks; and (6) system administration. Also included for each system are a chronology of system events, descriptions of announced future developments, a selected bibliography of evaluative studies, and a bibliography of training aids and manuals. Additional information on the individual systems that is not directly comparable is provided in a number of appendices. (RAA)

ED 183 196 IR 008 138

*Jaycox, Kathleen M.*

**Computer Applications in the Teaching of English. The Illinois Series on Educational Application of Computers, No. 19e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-57p.; For related documents, see IR 008 123-139.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Computer Programs, *English Education, Guidelines, Inservice Teacher Education, Preservice Education, Programing Languages, Simulation, Teaching Methods

This paper is written to familiarize present and future English teachers with the current status of computer assisted instruction (CAI) in the teaching of English. Addressed both to practicing teachers who have little understanding of computers, and English education majors with computer science minors, it deals with programs written in BASIC. The first section is concerned with current attitudes about computers among English teachers, the need for computer literacy, and humanistic concerns regarding computers. The following section focuses on methodology in the teaching of English apart from any form of CAI. The final five sections deal with various aspects of instructional applications of computers which could augment the methods already described. Following each section is a list of suggested projects and activities which vary according to the learner's experience in teaching and/or programming. (Author/CMV)

ED 183 197 IR 008 139

*Dennis, J. Richard*

**Practicum Activities for Training Teachers to Use Computers. The Illinois Series on Educational Application of Computers, No. 21e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-16p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Computers, *Educational Objectives, Guidelines, *Learning Activities, *Programing, Task Analysis, Teachers
Identifiers-Computer Education

This paper lists 25 objectives which computer-using teachers have designated as important for job success, and presents 11 relevant tasks to serve as a basis for practice and assessment of the objectives. These tasks deal with instructional planning, question episodes, lesson evaluation, tutorial computer assisted instruction, drill and practice, individualization and computer managed instruction, simulation, instructional games, computerized testing, hardware operation, and hardware purchasing. A background reference is cited for each task. (CMV)

*Lawrence, Barbara And Others*

**The Information Needs of Environmental Health Professionals in a Large Industrial Organization.**

EXXON Corp., New York, N.Y.

Pub Date- 79

Note-17p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Environment, Graphs, *Health Personnel, *Information Needs, Information Services, Information Systems, Information Utilization, *Petroleum Industry, *Professional Personnel, Special Libraries, Systems Approach, Use Studies

Identifiers-*Environmental Health

The development of a unified information handling program to meet the needs of the rapidly growing environmental health staff of the Research and Environmental Health Division of the Medical Department of Exxon Corporation was achieved by using systems analysis techniques to evaluate both information needs and existing information services. The evaluation resulted in clear recognition of the information transfer role of these health professionals, and awareness that their information use patterns are not the same as those usually found among research scientists. The strong features of the existing manual systems were incorporated into the new automated systems, while redundant efforts and search times were reduced. The computer systems employed were not developed specifically for this project, but were particular applications of a multifacted information handling system previously developed by Exxon. (Author)

ED 183 221 IR 008 261

*Mandel, Carol A., Comp. Johnson, Mary P., Comp.*

**ARL Statistics, 1978-79. A Compilation of Statistics from One Hundred and Ten Members of the Association of Research Libraries.**

Association of Research Libraries, Washington, D.C.
Pub Date-79
Note-60p.; For a related document, see ED 168 474.
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Academic Libraries, Doctoral Theses, Enrollment, Interlibrary Loans, *Library Collections, *Library Expenditures, Microforms, Nonprofessional Personnel, *Personnel, Professional Personnel, *Research Libraries, Serials, Tables (Data)

Compiled from responses to a questionnaire by the 98 academic research library members and 12 nonuniversity members of the Association of Research Libraries, these 1978-79 statistics provide data on their collections, interlibrary loan programs, expenditures, microform holdings, and personnel, as well as university enrollments and doctoral programs. University libraries are rank-ordered in 14 different categories: (1) volumes in library, (2) gross number of volumes added, (3) microform holdings, (4) current serials, (5) professional staff, (6) nonprofessional staff, (7) total staff, (8) materials expenditures, (9) materials and binding expenditures, (10) salaries and wages expenditures, (11) total operating expenditures, (12) total items loaned, (13) total items borrowed, and (14) current serials expenditures. Four trends are noted from examination of the media figures for university library members: ARL libraries have increased only slightly in size since 1977-78; in 1978-79, volumes added rose four percent while expenditures rose 11 percent; serials expenditures rose at a greater rate than inflation, increasing 16.3 percent, and outlays for serials accounted for 54 percent of expenditures for materials; and the median ratio of items loaned to items borrowed remained at 2.4:1, a ratio that has been stable in ARL libraries over the past several years. The questionnaire is included. (JD)

ED 183 173 IR 008 110

*Lerner, Rita G. And Others*
**Interchange of Data Bases. Final Report.**
American Inst. of Physics, New York, N.Y.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Report NO.-AIP-76-2
Pub Date-Jul 76
Grant-NSF-GN-42062
Note-134p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Charts, *Classification, *Data Bases, *Indexing, *Interinstitutional Cooperation, *Subject Index Terms, Technical Reports

This report describes the methods, developed by the American Institute of Physics in cooperation with Engineering Index, Inc., by which both organizations could reduce costs by eliminating duplication of keyboarding and indexing. The three sets of problems that confronted the interchange of their data bases (classification and indexing, formats, data elements, and special characters) are noted, and the means by which they were resolved are explained. Included in the report are three tables that present a comparative study of special characters used by the two data bases, a data element identification log, and data element descriptions. A final section describes the format conversion for tape exchanges between AIP and Ei. Appended are the processor flowchart, the AIP-Ei converter fowchart, the Physics and Astronomy Classification Scheme (PACS) to Subject Headings for the Engineering (SHE) mapping table, the PACS optics supplement, and a description of the conversion of AIP-Ei indexing for optics. (JD)

ED 183 171 IR 008 108

*Wiggins, Terry*

**Guide to Reference Books in Psychology.**

Pub Date-Sep 78
Note-21p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Libraries, Biographies, Dictionaries, Directories, Encyclopedias, Indexes (Locaters), Instructional Materials, Library Collections, Library Instruction, *Literature Guides, Periodicals, *Psychology, *Reference Books, Tests

Compiled to accompany a program of instruction in the use of the Princeton University Psychology Library and its resources, these bibliographies provide citations for reference books in seven major cateories: (1) guides to the literature; (2) dictionaries (five subgroupings); (3) encyclopedias; (4) indexing and abstracting serials, both in the library and in other library locations; (5) tests and measurements; (6) directories and biographies; and (7) periodicals. The library call number follows each entry. (JD)

ED 183 146 IR 008 057

*Katzer, Jeffrey*

**Effecting Change: Syllabus for IST 640. Education and Curriculum Series: Report Number 2.**

Syracuse Univ., N.Y. School of Information Studies.

Pub Date-Jul 77

Note-55p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY (IST-1 no. 2; $5.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Bibliographies, *Change Strategies, Controlled Environment, *Curriculum Guides, Films, *Graduate Study, *Information Science, Learning Theories, Organizational Change, Periodicals, Social Change, Student Projects

The product of a graduate-level introductory course on the principles, approaches and techniques of effecting change, this syllabus provides instructors with a semi-organized collection of readings, exercises, lecture topics, films, student projects, and discussion points. Its target is the student in the professional school who has little formal background in psychology and applied behavioral science, yet whose job potential requires a need to use this knowledge to achieve results. Sections of the syllabus correspond to parts of the course: (1) effecting change in controlled environments, (2) application of learning principles, (3) general strategies for effecting change, (4) resistance to change, (5) effecting change in organizations, and (6) social change strategies for professionals. A bibliography of related literature and a list of journals for browsing are included. (Author/JD)

ED 183 147 IR 008 059

*Pontius, Jack E. And Others*

**Faculty Status, Research Requirements, and Released Time.**

Pub Date-78

Note-19p.; Best copy available.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Libraries, Faculty Promotion, *Librarians, Library Surveys, Questionnaires, *Released Time, *Research Opportunities, Tenure

Identifiers-*Faculty Status

All United States academic members of the Association of Research Libraries (ARL) were surveyed to determine (1) how many hours a week librarians were expected to devote to their primary assignment, (2) how many months a year they worked compared to most other faculty members on their campus, (3) whether research and scholarship were requirements for promotion and tenure, and (4) whether the library granted its professionals released time for research. Eighty percent of those questioned responded; fifty-one percent (35) of the libraries offer faculty status for librarians. Although most libraries incorporate evidence of research into their promotion and tenure requirements, very few make released time available on a regular basis. An examination of the promotion and tenure documents of these libraries revealed that, although criteria used to evaluate librarians resemble those used for their teaching colleagues, their work week requirements and the length of their yearly contracts differ significantly. A summary of the rsponses to the questionnaire used in the study is included with the report. (Author/JD)

ED 183 148 IR 008 060

*Bodine, George E.*
**Family Crisis: A Broad Spectrum Bibliography.**
Pub Date-79
Note-16p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Alcoholism, Death, Divorce, Exceptional Persons, *Family Life, *Family Problems, Mental Illness, Parent Role, Social Science Research, Widowed
Identifiers-*Family Crisis

This bibliography of research on family crises includes theoretical and clinical material as well as research devoted to substantive crisis areas. Over 400 entries are grouped under 15 separate categories: theoretical and clinical, alcoholism, death and dying, divorce, exceptional children, illness, mental illness, widowhood, other situational crises, developmental crises (theoretical), transition to marriage, transition to parenthood, families with adolescents, the family and mid-life transition, and the post-parental family. (Author/JD)

ED 183 194 IR 008 136

*Dennis, J. Richard*

**The School Administrator's Introduction to Computing. The Illinois Series on Educational Application of Computers, No. 16e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-30p.; Best copy available; For related documents, see IR 008 123-140, IR 008 142, and IR 008 144.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrative Personnel, *Computer Oriented Programs, Data Bases, *Guidelines, Information Needs, Information Sources, *Management Information Systems, *School Administration, Selection, *Use Studies

This discussion of the administrative uses of computers from the perspective of the school administrator is concerned with both the types and sources of information involved in school administration, and specific uses of this information. The paper focuses on those administrative tasks that can be effectively computerized in defining the role of the computer for each task. Topics covered include (1) basic types of information required for school management student, financial, and personnel; (2) basic models of information flow in schools ''trickle-down'' and percolate-up'' models; and (3) selection of computer systems, including software, performance requirements, estimating quality of service, and operating personnel requirements. Schools seeking to avail themselves of computers for use in administration and instruction are advised to concentrate on a similar analysis and definition of information uses and requirements before

equipment is selected. This resource for preservice and inservice training includes a listing of a variety of school district data base documents and a 27-item bibliography. (CMV)

ED 183 193 IR 008 135

*Baum, Madeline Dennis, J. Richard, Ed.*

**A Teacher's Introduction to Administrative Uses of Computers. The Illinois Series on Educational Application of Computers, No. 15e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-23p.; Best copy available; For related documents, see IR 008 123-140, IR 008 142, and IR 008 144.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Computer Managed Instruction, Financial Services, Guidelines, Learning Activities, *Management Information Systems, *School Administration, School Personnel, *Use Studies

This paper presents an overview of administrative applications of computers and how they function to help teachers develop the ability to discriminate between well- and poorly-designed methods of using computers to solve administrative problems or accomplish administrative tasks. The administrative applications presented include school financial activities, student information, personnel information, and other management information. Eight problem situations are described as the basis for study activities in administrative uses of computers. Appendix A contains an outline of administrative computer applications in schools, and a list of 25 references in Appendix B. This is one of a series of papers prepared as resources for preservice and inservice training of teachers. (CMV)

ED 183 192 IR 008 134

*Dennis, J. Richard Muiznieks, Viktors*

**Getting Started in School Computing: Preparing to Purchase. The Illinois Series on Educational Application of Computers, No. 14e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-31p.; Best copy available; For related documents, see IR 008 123-139.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrative Personnel, *Computer Oriented Programs, Computer Science, Decision Making, Educational Equipment, *Educational Resources, Equipment Maintenance, *Guidelines, *Purchasing, *School Personnel, Teachers

Identifiers-Computer Software

This paper identifies concerns and provides guidelines for the administrator or teacher who is involved in making decisions about acquiring, maintaining, or expanding computer resources. Several questions are raised and topics discussed which focus attention upon various specific elements in a system which are pertinent to procurement. Major questions are raised concerning meeting user needs, resource appropriateness, efficiency, equipment acquisition, and software procurement. A 28-item bibliography is attached. (Author/CMV)

ED 183 217 IR 008 188

*Chambers, Curtis A.*

**An Informal Review of Certain Contemporary Religious Uses of Television: A Report on a Sabbatical Study Project.**

Pub Date-29 Oct 79
Note-9p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Church Programs, *Church Role, *Commercial Television, *Programing (Broadcast), Radio, *Religious Agencies, *Religious Education, Television Teachers

This informal study of the religious uses of television, based on direct on-site discussions with religious television producers, was undertaken in order to provide a broader base of understanding of current developments in the field, and to assess the viability of a television broadcast ministry for the United Methodist Church. Discussions with producers touched on their general philosophy, methods, production processes, media outlets, pattern for content determination, and financing techniques; a visit of the production facilities was usually involved as well. Contacts in the U.S. included the Franciscan Communications Center, Hour of Power, Oral Roberts Evangelistic Association, Paulist Productions, Seventh Day Adventist Radio-Television-Film Center, and the Southern Baptist Radio-Television Commission. In addition, a number of major Christian media centers in Europe which are involved in religious television were visited. Discussion includes observations on religious television programming in Europe and how it compares to programming in the U.S., major trends in religious TV programming in the U.S., and issues which should be addressed by planners if the church is to enter the television field with an effective program. (JEG)

ED 183 218 IR 008 190

**Mass Media Impact on Learning. 1978 Summary Report of the Annual Lake Okoboji Educational Media Leadership Conference (24th, Milford, Iowa, August 14-19, 1978).**

Iowa Univ., Iowa City. Audiovisual Center.
Spons Agency-Association for Educational Communications and Technology, Washington, D.C.
Pub Date-Aug 78
Note-98p.; For related documents, see ED 135 353- 360
Available from-Director's Office, Audiovisual Center, The University of Iowa, Iowa City, IA 52242 ($4.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Community Action, Conference Reports, Curriculum Development, *Educational Technology, Evaluation Methods, *Futures (of Society), Guidelines, Incidental Learning, Instructional Media, Literacy, *Mass Media, *Media Research, Programing (Broadcast), Skill Development, Use Studies
Identifiers-*Lake Okoboji Educational Media Leadership Conf

This summary report of the annual conference includes statements of participant concerns prepared for the planning committee, the keynote address on the impact of mass media on education by Nicholas Johnson with responses by Minaruth Galey and Jon Dunn, and reports from the groups which studied the seven subtopics identified in general sessions: (1) Characteristics of Mass Media Literacy; (2) Integrating Mass Media Literacy into the Curriculum; (3) Evaluation and Utilization of Mass Media; (4) Form and Content of Television Programming: Informal Learning; (5) Political Power and Mass Media; (6) Guidelines for Community Action; and (7) Mass Media. . .Education 2000. A participant list is provided, and a summary of the conference includes the report. (JEG)

ED 183 237 JC 800 146

*McPherran, Archie L. Smith, Robert E.*

**Credentials Study Report. Agenda Item 3.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-Feb 80
Note-23p.; Paper prepared for the Meeting of the Board of Governors of the California Community Colleges (Upland, CA, February 28, 1980, and Alta Loma, CA, February 29, 1980)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Administrator Qualifications, Agency Role, Board of Education Policy, *Board of Education Role, Community Colleges, Counselor Certification, *Credentials, *Junior Colleges, School District Autonomy, State Agencies, State Boards of Education, *State Legislation, State Licensing Boards, *State Standards, Teacher Certification
Identifiers-*California

Alternatives and recommendations to the Board of Governors of the California Community Colleges are presented for the accreditation of college academic and administrative personnel. The report first describes the present California credentials law, under which the Board of Governors is limited to prescribing professional or vocational experience to be used in lieu of a master's degree in qualifying for provisional and part-time credentials. The procedures, required legislation, possible consequences, and cost implications are outlined for seven credentials alternatives: (1) maintain the status quo; (2) retain the present credentials process, with changes in Title V regulations; (3) retain the present process with minor and/or major legislative changes; (4) transfer the credentials responsibility from the Board of Governors to a newly created commission or to the Commission on Teacher Preparation and Licensing; (5) maintain the status quo with the elimination of the issuance of credentials documents at the state or district level; (6) eliminate the state minimum standards and credentials documents; and (7) adopt the California State University and College Personnel Process. The committee's recommendation to retain the status quo is supported by a nine-point rationale arguing that the present process is both effective and equitable. (Author/JP)

ED 183 168 IR 008 087

*Charters, Alexander N., Comp.*
**Resources for Educators of Adults. Abstracts of Dissertations and Theses: Syracuse University Graduates in Adult Education. MS11.**
Syracuse Univ., N.Y. Publications Program in Continuing Education.
Pub Date-Oct 79
Note-101p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-*Abstracts, *Adult Education, *Adult Education Programs, *Adult Students, College Students, *Doctoral Theses

This publication contains abstracts of all doctoral research studies which were planned and supervised in the adult education area of Syracuse University between 1958 and 1979. The 22 dissertations examine the following topics: (1) characteristics of adult college students; (2) development of liberal adult education activities in New York state; (3) adult education in state community colleges; (4) home economics information needs of couqty service organizations; (5) community college community services; (6) continuing legal education; (7) faculty attitudes toward continuing education; (8) relationships of learning orientation, nursing activity, and continuing education; (9) motivational factors of adult learners; (10) educational beliefs; (11) anxiety and self-actualization among nurses; (12) the learning style of mothers of young children; (13) paraprofessionals' work with low income families; (14) critical change among adults; (15) art programs for incarcerated adults; (16) community development groups; (17) reactions to factors under the control of a community college; (18) continuing education participation in Ethiopia; (19) Nigerian university adult education; (20) educational opportunity center functions; (21) alternative groups in south central New York; and (22) reading preferences of adult new readers. (FM)

ED 183 169 IR 008 101

*Ownby, Margaret Braun, Sonja*

**A Demonstration Project of Model Library Programs for Institutionalized Mentally Retarded and Multiply Handicapped Persons. Final Report.**

Northern Virginia Training Center for the Mentally Retarded, Fairfax.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Report No.--54-0897330-0

Pub Date-1 Nov 79

Grant-G007801812

Note-106p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-*Demonstration Projects, Guidelines, Individualized Programs, *Institutionalized Persons, Learning, *Library Programs, *Mentally Handicapped, *Models, *Multiply Handicapped, Objectives, Program Evaluation, Records (Forms), Research Methodology, Volunteer Training

Moderate success of individualized programs for severely and profoundly mentally retarded persons in a library setting is documented in this report. These programs were developed following a survey tabulation and analysis of individual education programs, individual program plans, programs assessment chart profiles, and psychological and speech evaluations. Areas selected for the target group of 30 persons included fine-motor skills, attention span, communication skills, and cognitive skills. This report includes data on subject performance over the course of the project, as well as a description of the types and scope of the library programs administered. Appendices provide guidelines developed for library volunteers that participated in the project, a list of materials used, curricula, baseline data, a list of reinforcements used, a program narrative report for each subject, the questionnaire used for staff, and volunteer evaluations. (Author/JD)

ED 183 144 IR 008 054

*Moreau, Ken Heines, Jessie M.*

**Creating Graphic Displays on Non-Graphics Terminals. Technical Report No. 5.**

Digital Equipment Corp., Maynard, Mass.
Pub Date-Apr 80
Note-9p.; Paper presented at the Annual Conference of the Association for the Development of Computer-Based Instructional Systems (Washington, DC, April 1980).
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Computer Assisted Instruction, *Computer Graphics, *Production Techniques, *Programing, Visual Aids
Identifiers-Computer Software

The interactive system for creating graphic displays that is described is presented as one solution to the problem created by the lack of complementary firmware or software to make the graphic capabilities of many current terminals easily accessible to the instructional programmer. The use of this system by the Digital Equipment Corporation's Computer-Based Course Development Group for a computer-assisted instruction course that must run on two different types of video terminals with limited graphics capabilities (VT52 VT100) is discussed. (CMV)

ED 183 145 IR 008 055

*Franklin, Paul L.*

**Educational Information and Advisement Services: A Resource Guide for Creating Local Services and Building Statewide Networks.**

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-225p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02035-1)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-*Community Information Services, *Educational Counseling, Evaluation, Financial Support, Information Needs, *Information Networks, Information Systems, Needs Assessment, Occupational Information, Organization, Planning, Resource Guides, *Statewide Planning
Identifiers-*Educational Information

Divided into three parts, this resource guide offers assistance to those just beginning to implement new federal and state programs, as well as to those already involved in other information and advisement activities in building statewide networks of services available at local levels to help individuals make educational and occupational choices. Part I, Planning a Statewide Network of Education Information and Advisement Services,'' includes chapters on network rationale, planning, and determining needs and services. Part II, Developing Educational Advisement and Information Services,'' contains chapters on network service approaches, providing information to network clients, and designing, providing, and staffing local services. Part III covers the organization, funding, and evaluation of network services. Highlighted in the handbook are 20 resource lists of people, institutions, publications, and ideas that present, among other information, names of consultants, funding ideas, where to get technical assistance, useful newsletters, and a directory of state planning designers for education information centers. (JD)

ED 183 236 JC 800 137

*Miller, Susan W.*

**Working with Handicapped Students: An In-Service Training Module for Counselors and Vocational Educators in a Community College Setting.**

Los Angeles Community Coll. District, Calif.
Pub Date- 80
Note-38p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Access to Education, Ancillary Services, Architectural Barriers, Community Colleges, *Compliance (Legal), Counselor Training, Definitions, Educational Strategies, *Equal Education, Federal Legislation, *Handicapped Students, *Inservice Teacher Education, Job Placement, *Junior Colleges, State Legislation, Stereotypes, Student Recruitment, Success Factors, Vocational Education Teachers, Workbooks

A sequence of four objectives is the basis of this in-service training module designed to assist community college vocational educators and counselors in carrying out legislation concerning handicapped students. The workbook first presents a list of terms and definitions needed to familiarize educators with the terminology relating to educating handicapped students. In addition to defining handicapped'' and handicapped student,'' this section differentiates communicative and physical handicaps and identifies various learning disabilities. Relevant federal and state legislation are then discussed to provide a working knowledge of the community college's legal obligations toward handicapped students. This is followed by an outline of the curricular, administrative, and physical barriers which demonstrates the obstacles to success that handicapped students face at community colleges. The workbook concludes with a discussion of various strategies designed to help educators work successfully with handicapped students. Besides recruitment, placement, and employment strategies, this section discusses needed support services and methods for overcoming stereotypes. Worksheets and exercises are provided. (JP)

ED 183 257 PS 011 229

*Harris, Patricia Roberts*

**Remarks of Patricia Roberts Harris (Secretary of Health, Education, and Welfare) at the White House Conference on Families (November 30, 1979).**

Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.

Pub Date-30 Nov 79

Note-14p.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Family (Sociological Unit), *Family Programs, *Federal Government, *Government Role

This document contains the text of the welcoming address given by the Secretary of the Department of Health, Education, and Welfare at the White House Conference on Families. The address emphasizes the importance of the family and delineates the family assistance measures taken by the federal government during the Carter years. (JMB)

ED 183 258 PS 011 231

*Mulcahy, Mary*

**A Child's World of Values.**

Pub Date-Oct 79

Note-20p.; Paper presented at the Annual Conference of the Canadian Association for Young Children (5th, Canada, October 25-27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Authoritarianism, *Childhood Needs, *Children, *Ethical Instruction, *Family School Relationship, Interpersonal Relationship, *Moral Values, Parent Role, Permissive Environment, Teacher Role, *Values

Children need to share their personal lives with other persons in a relationship of mutual respect and responsiveness; i.e., in a relationship of love. Children are an end, not a means, people to be valued for their own sakes. Adults must help children to know who they are and who they can become. Values contribute to the fulfillment of a person's needs. In the value crisis that exists today, parents and teachers are confused and some of them have begun to doubt time honored principles and their application. Areas of confusion include the authoritarianism versus permissivism dilemma, the problem of the relationship between values and morals, the absence of objective criteria for evaluating what is good and bad in human actions, and the prevalence of relativist morality. Values are taught at school whether directly or indirectly. The intention of programs in values education is to help teachers and pupils examine the values being communicated by the school, by agencies like television, radio, and other community groups, and to arrive at reasoned, open processes for clarifying and improving value judgments. A child develops values: (1) through the relationship with teachers and other pupils, (2) through subject matter, and (3) through techniques and strategies such as values clarification, kits for teaching moral values through behavior modification, transactional analysis, etc. Home and school form a partnership in helping a child develop values. Mutual respect and understanding, communication and dialogue are essential elements of this partnership. (JMB)

*Johansen, Robert Vallee, Jacques*

**Impact of a Computer-Based Communications Network on the Working Patterns of Researchers: Design for Evaluation of Effects Related to Productivity.**

Pub Date-Aug 76
Note-29p.; Paper presented at the Annual Meeting of the American Sociological Association (August, 1976)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Evaluation Methods, Information Networks, Organizational Communication, *Productivity, *Research Design, Research Reviews (Publications), *Task Performance, *Telecommunication, *Teleconferencing, Use Studies

This paper describes the design of a project to evaluate the impact of computer conferencing on the productivity-related work patterns of scientists, and to determine whether they will use the network this technology makes available to them. Literature relevant to this research problem is reviewed, drawing primarily from small group research on productivity and performance, and from research analyzing scientific research organizations. The research design and approach are described in some detail, and a bibliography is attached. (Author/JEG)

ED 183 279 PS 011 263

*Brunnquell, Donald And Others*

**Maternal Personality and Attitude in Disturbances of Child-Rearing.**

Pub Date-Sep 79

Note-42p.; Expanded version of a paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Attitude Tests, *Child Abuse, Child Rearing, Hostility, *Infants, *Mother Attitudes, Mothers, *Neonates, *Personality Assessment, Personality Tests, *Pregnancy, Psychological Patterns

Data reported are part of a larger study investigating the antecedents of abuse and, more generally, parent-child interaction. Various personality and attitudinal variables were assessed prenatally and 3 months after the birth of the first child of 267 high-risk mothers. Four consistent factors emerged, two relating to personality variables, one relating to specific adjustment to pregnancy and motherhood, and one relating to an understanding of the psychological complexity of the mother's relationship to her child and level of ego functioning. These factors and various constructs, rationally derived from sets of variables, were analyzed for discriminatory power. While all four types of factors and several of the constructs seemed relevant in differentiating subsamples of mothers offering excellent care, inadequate care, and a random group, the Level of Personal Integration construct yields the strongest differentiation, suggesting this as an appropriate area for exploration in intervention in disturbance of child-rearing. In general, findings indicate that mothers who are young, lacking in understanding and awareness of the infant and their relationship to the infant, and who have a negative reaction to pregnancy and negative expectations regarding the infant are certainly at-risk for disturbances in caretaking. When increased anxiety and fear along with a suspicious and hostile nature are added to this complex the mother is at even greater risk for abuse and neglect. Ten pages of statistical tables are appended. (Author/MS)

ED 183 164 IR 008 083

*Bergman, Rita F., Ed.*

**Proceedings of the Annual Conference, Association for Population/Family Planning Libraries and Information Centers-International (11th, Atlanta, Georgia, April 11-13, 1978).**

Association for Population/Family Planning Libraries and Information Centers, Chapel Hill, N.C.

Pub Date-Apr 78

Note-259p.

Available from-Association for Population/Family Planning Libraries and Information Centers International, 165 South Second Avenue, Clarion, PA 16214 ($15.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Activities, Directories, *Family Planning, *Information Centers, Information Dissemination, Information Retrieval, Information Services, *International Organizations, Library Administration, *Population Education, *Special Libraries

The major sections of these conference proceedings are (1) what's new worldwide in population information activities; (2) management and libraries; (3) the Select Committee on Population; (4) workshop reports; (5) contributed papers; (6) APLIC-PAA (Association for Population/Family Planning Libraries and Information Centers-Population Association of America) Panel: how PAA members can obtain information effectively; and (7) ad hoc group reports. Appendices provide a directory of members, committee and chapter reports, reports prepared for roundtable discussion, and correspondence concerning the Equal Rights Amendment (ERA). (JD)

*Tebo, Jay D., Ed.*

**Proceedings of the Seminar on Freelance Indexing (2nd, Washington, D.C., January 13, 1979).**

American Society of Indexers, New York, N.Y.
Pub Date-13 Jan 79
Note-57p.
Available from-American Society of Indexers, 235 Park Avenue, South, 8th Floor, New York, NY 10003 ($10.00, non-members; $5.00, members)
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Bibliographies, Economics, Employment Opportunities, Guides, *Indexing, *Job Development, Organizations (Groups), Problems, *Publishing Industry, *Relationship
Identifiers-*Freelance

Transcribed and edited from tape recordings and prepared papers, these proceedings present the topics covered in the four sessions of the Second Seminar on Freelance Indexing: (1) how to get started as an indexer making contracts, setting up the office, billing and bookkeeping, reference tools, filing for trade-name, and indexing apprenticeship; (2) indexer economics methods of charging for indexing services; (3) special indexing problems; and (4) indexer-publisher relations what publishers expect from indexers, delayed payments and remedies for them, index costs vs. other production costs, working without payment, and reporting errors. Included is an organization profile of the American Society of Indexers and a directory of the conference attendees. Appendices provide a brief guide to freelance indexing by Cynthia Weber and a book-indexing bibliography compiled by Albert H. Rouslin. (Author/JD)

ED 183 166 IR 008 085

*Dowling, Anne, Comp.*

**Reference Materials in Criminal Justice: A Selective, Annotated Bibliography.**

State Univ. of New York, Albany. Univ. Libraries.
Pub Date-Oct 79
Note-21p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Annotated Bibliographies, Crime, *Criminology, Delinquency, *Justice, *Library Collections, *Reference Materials, *University Libraries
Identifiers-*State University of New York Albany

This annotated bibliography is a selected guide to materials in the field of criminal justice that are available in the reference collections of the University Libraries at the State University of New York at Albany. The listing covers materials related to the topics of crime, juvenile delinquency, the criminal justice system, and penology; criminal law and procedure are not covered. Containing more than 100 entries, the bibliography is divided into four sections: indexes and abstracts, bibliographies, dictionaries/directories, and general works. Each section is arranged alphabetically by main entry with a limited number of cross references. Entries provide author (if applicable), title, publication information, area location information, classification number, and a brief annotation. Holdings information is alo given for all indexes and abstracts, and publications of the federal government are included. (Author)

*O'Neill, Edward T. Aluri, Rao*

**Subject Heading Patterns in OCLC Monographic Records. Research Report.**

Ohio Coll. Library Center, Columbus.
Report NO.-OCLC/RDD/RR-79/1
Pub Date-1 Aug 79
Note-93p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Cataloging, On Line Systems, *Statistical Data, *Subject Index Terms
Identifiers-*Library of Congress, *OCLC

An analysis of a sample of 33,455 monographic records taken from the OCLC (Ohio College Library Center) database found that 94 percent of the sample's 50,213 subject headings were Library of Congress (LC) subject headings. Each record had an average of 1.4 LC subject headings; however, 18.6 percent of the records had no LC subject headings assigned to them. Topical subject headings accounted for 70 percent of all LC subject headings, and 62 percent of all records contained at least one LC topical subject heading. Geographic subject headings accounted for 15 percent of the records. Each LC subject heading had an average of 0.78 subdivisions associated with it. Form divisions were the most common type found, followed closely by place and topical subdivisions. Period subdivisions were used relatively infrequently. (Author)

*Dennis, J. Richard*

**Computer Managed Instruction and Individualization. The Illinois Series on Educational Application of Computers, No. 11e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-31p.; Best copy available; For related documents, see IR 008 123-139.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Computer Assisted Instruction, *Computer Managed Instruction, Data Collection, Educational Diagnosis, *Facility Requirements, Guidelines, *Individualized Instruction, Individualized Programs, Information Networks, Program Descriptions, Recordkeeping, Student Testing, *Teacher Role

This paper describes functions of a computer system for management of individualized instruction, details of a computer managed instruction (CMI) facility, the role of the teacher in utilizing a CMI system, and five programs which implement the concept of individualization with computer assistance. CMI system fuqctions described include diagnosing, assigning or prescribing, facilitating study, evaluating, data collection and manipulation, reporting, resource and space management, providing an information network, and materials implementation. The computerized facilities which comprise a system are also described, including materials creation, individualized study/evaluation, records and reporting, resource management, and communication. A brief discussion of the teacher's role in CMI and a review of CMI systems PLAN, TIPS, CISS, AIS, and TICCIT are included. This resource for preservice and inservice teacher training includes study activities and a 31-item bibliography. (CMV)

*Dennis, J. Richard And Others*

**Instructional Games and the Computer-Using Teacher. The Illinois Series on Educational Application of Computers, No. 9e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-22p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Classroom Games, *Computer Assisted Instruction, *Educational Games, *Game Theory, Guidelines, Learning Activities, Teacher Role, Teaching Methods

This discussion of games particularly computerized games and their potential in schools addresses several topics: what games are, types of games (free-form, rigid-form, or open-form) and their educational applications, the role of games in learning, student participation in adapting existing games for computer presentation, and special classroom management problems the teacher must plan for. This is one of a series of documents prepared as resources for the preservice and inservice training of teachers, and a 24-item bibliography is attached. (CMV)

ED 183 191 IR 008 133

*Muiznieks, Viktors Dennis, J. Richard*

**A Look at Computer-Assisted Testing Operations. The Illinois Series on Educational Application of Computers, No. 12e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-48p.; Best copy available; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Computer Assisted Instruction, *Computer Managed Instruction, Cost Effectiveness, Guidelines, Item Analysis, Item Banks, Item Sampling, *Program Descriptions, *Student Testing, *Test Construction, Test Items

In computer assisted test construction (CATC) systems, the computer is used to perform the mechanical aspects of testing while the teacher retains control over question content. Advantages of CATC systems include question banks, decreased importance of test item security, computer analysis and response to student test answers, item analysis assistance, capability of being integrated into individualized instructional programs, performance of clerical tasks, system availability, and question generation following a prespecified pattern. Major features of CATC systems include item banking, generation, attribute banking, and selection, as well as test scoring, printing, and interactive computer testing in linear and branched formats with sequential and multi-staged approaches. Major limitations of CATC systems include possible lack of lower case letters, character type limitations, lack of pictorial information presentation capability, no backspacing capability, difficulty in printing subscripts or superscripts, and inability to control the quality of item bank materials. Five existing CATC projects are described, and relative costs of CATC are discussed. This resource for preservice and inservice teacher training includes an 85-item bibliography. (CMV)

ED 183 214 IR 008 173

*Vella, Jane Kathryn*

**Visual Aids for Nonformal Education. A Field Guide to the Production and Use of Inexpensive Visual Aids in Nonformal Education.**

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-79
Note-47p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Audiovisual Aids, Cultural Factors, *Developing Nations, *Models, *Nonformal Education, Production Techniques, Rural Education, *Teaching Methods

The effectiveness of visual aids in nonformal education depends on their relevance to the audience with which they are used, and this booklet provides a discussion of various factors for field workers to consider in designing and using simple visual aids in developing countries. Four specific types of visual aids are discussed in some detail found objects, charts, pictures, and models and suggestions are offered for producing these four prototypes. Uses for such inexpensive materials as newsprint, masking tape, and felt pens are indicated, and four books providing additional information on the design and production of visual aids are listed. (BBM)

ED 183 215 IR 008 181

*Yarger, Sam J.*

**The Status of Resources in Teacher Education.**

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-77-0015

Note-40p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-44; $3.75)

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Educational Resources, Elementary Secondary Education, *Inservice Teacher Education, *Preservice Education, Research Reviews (Publications), Teacher Centers, Use Studies

This overview of the use of educational resources in teacher education discusses the concept of an educational resource as a reserve source of supply or support, and outlines a simple category system to describe the various types of educational resources: print, non-print, electronic/mechanical, management, intact, and human. The primary focus is on the use of resources in preservice and inservice teacher education and discussion is based on information from four sources: a national study by Joyce and others on preservice education, a comprehensive study of inservice education by Yarger and others, a field test of the Teacher Centers Program, and a content analysis of teacher center proposals. The framework for looking at the use of resources in preservice and inservice teacher education includes consideration of the manner and level of importance in which resources are viewed, an assessment of the availability of resources, and an estimate of how frequently resources are used. An analysis of the status of resources in teacher education addresses two questions which emerge from data presented in the paper why resources are inadequately integrated at all levels of education, and why resources with a more limited range of applications are used more extensively than those with greater potential. Some implications for future program development are indicated. (RAO)

ED 183 213 IR 008 165

*Ready, Keith*
**The Use of Facsimile Transmission in Virginia. Telecommunications Study Commission, Working Paper No. 18.**
Virginia State Telecommunications Study Commission, Richmond.
Pub Date-6 Sep 79
Note-17p.; For related documents, see IR 008 153 and IR 008 158
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Costs, *Facsimile Transmission, Information Dissemination, Performance Specifications, *State Programs, *Telecommuqication, *Telephone Communication Systems
Identifiers-*Virginia

This study of state agency use of facsimile transmission a generic term used to refer to any of several communication techniques for sending half-tone hard copy pictures by wire or radio circuits includes a discussion of the advantages and disadvantages of the medium. Users are divided into two groups: those that utilize facsimile as an integral part of their communications network (e.g., Department of Welfare, Department of Corrections, State Water Control Board, Tidewater Library Consortium), and the occasional user of facsimile for special needs (e.g., universities, Department of Education, Virginia Public Telecommunications Council). State facsimile policies and expenditures are reviewed, and several problem areas where a central state planning agency could play a significant role are identified: (1) the determination of user needs, (2) consolidation and areas for systems expansion, (3) telephone utilization (budgetary considerations), and (4) research and development, including the identification of new systems and innovative applications. Performance specifications of telecopiers in use by state agencies and institutions are provided in Appendix A, and selected state users of telecopiers and their expenditures for 1978 are listed in Appendix B. (RAO)

*Pettit, Katherine D., Ed.*
**Collection Development: Papers Presented April 6, 1978.**
Pub Date-Apr 78
Note-35p.; Papers presented at the Annual Conference of the Texas Library Association (65th, Fort Worth, TX, April 5-6, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Libraries, Decision Making, *Library Collections, *Policy Formation, *Public Libraries
Identifiers-*Collection Development

Three conference papers on the formulation of collection development policies are presented in this report: (1) Richard W. Blood, Assistant Professor and Social Sciences Bibliographer, General Libraries, University of Houston, discusses both the theoretical considerations behind an academic library's decision to write such a policy and the attributes of a good collection development document; (2) Gerald Bishop, Head Librarian, Bibliography Department, General Libraries, University of Texas at Austin, reports on the experience of writing such a policy for a large academic library, and the value of that policy in the on-going process of collection management; and (3) Michael J. Benedict, Co-Ordinator of Materials Selection, Houston Public Library, shares his experience of creating the collection development statements of a large public library. (Author)

ED 183 143 IR 008 053

*Faull, Sandra K.*

**Cost and Benefits of Federal Depository Status for Academic Research Libraries.**

Spons Agency-American Library Association, Chicago, Ill. Government Documents Round Table.

Pub Date-May 79

Note-21p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Academic Libraries, *Cost Effectiveness, *Depository Libraries, Federal Programs, Government Publications, *Library Programs, Library Surveys, Research Libraries, Status

A cost analysis study of the Association of Research Libraries' member institutions who have depository status was conducted in order to evaluate the benefits received from the federal depository system. Information received from a small sample of the member libraries provides the basis for discussion of costs and benefits. Cost factors considered include staff needs, space needs, equipment costs, outreach and program costs, access to commercial reference tools, and discarding documents. Benefits examined concern (1) time saved by receiving material unsolicited as opposed to manning a major acquisitions program for documents, (2) savings of receiving a large body of material free of charge, and (3) savings in original cataloging if a library belongs to OCLC. A bibliography and a list of commercial reference tools are provided. (FM)

ED 183 140 IR 008 050

*White, Joyce L.*

**Church Library Literature, 1950-1975: A Bibliographic Essay.**

Pub Date-78
Note-50p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Churches, Church Programs, *Church Role, Librarians; Libraries, *Library Surveys, Literature Reviews, *Special Libraries

Intended to show the general growth and development of the church library field, this bibliographical survey reviews periodical articles, published manuals, and unpublished library school papers related to libraries located in or attached to local church buildings. The following areas are explored: general studies; the role and function of church libraries; church library surveys; technical aids for church librarians (including manuals, book selection, cataloging, and promotion): bibliographic studies; and historical studies. Appendices provide a chart of unpublished studies arranged by subject, an author index, a list of published articles, and a bibliography of references to additional information. (FM)

*Pierce, A. R.*

**Circulation and Finding System.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Univ. Libraries.

Pub Date-Mar 79

Note-30p.; Paper prepared for the Virginia Governor's Conference on Libraries and Information Services (Richmond, VA, 1979)

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Academic Libraries, *Cataloging, *Information Retrieval, *Library Automation, *Library Circulation, Library Reference Services, *On Line Systems, Research Libraries, Serials, Tables (Data)

Identifiers-*Virginia

This report describes an online minicomputer-based system, one combining library inventory control with catalog access, that was implemented at Virginia Tech's main library in order to meet the demands of increased circulation activity and rising staff costs. Following overviews of the institutional environment, the systems development department, and the library, the history, system objectives, and major functions of the automated circulation and finding system (CFS) are illustrated. CFS procedures related to circulation, data entry, and reference are explained, as well as the system's impacts on administration, management reports, and serials control. Displays of file descriptions, online circulation transactions, online finding transactions, and batch jobs precede a summary of system benefits and a list of references. (FM)

ED 183 185 IR 008 127

*Dennis, J. Richard*

**Evaluating Materials for Teaching With a Computer. The Illinois Series on Educational Application of Computers, No. 5e.**

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-79

Note-26p.; Best copy available; For related documents, see IR 008 123-139.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS**

Descriptors-Computer Assisted Instruction, Computer Managed Instruction, *Computer Programs, *Evaluation Methods, Formative Evaluation, *Guidelines, *Instructional Materials, Interaction, Media Selection, Summative Evaluation, Teachers, *Worksheets

Identifiers-*Computer Software

The details and process of evaluating computerized instructional materials are presented for the major classes of such materials, i.e., courseware the set of computer programs with which the student interacts directly to learn and instructional software the instructional facilities, services, or general operations which include management and testing. Formative and summative evaluation, both used to evaluate conventional materials, are considered appropriate, but two different points of focus are indicated for use with computerized materials: the interaction focus and the subject matter focus. The interaction focus concentrates both on the mechanical aspects of interaction, e.g., the function of keyboards, and such logical and communication aspects of interaction as the dialogue with the student and the degree of individualization. The questions to be asked and the data to be gathered are provided for evaluating materials in each class, but it is pointed out that first hand experiences are mandatory to get a true measure of the characteristics and usefulness of any instructional computing program. This resource for preservice and inservice teacher training includes a study activity, two references, and a courseware evaluation worksheet. (CMV)

*Dennis, J. Richard*

**Tutorial Instruction on a Computer. The Illinois Series on Educational Application of Computers, No. 6e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-11p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, Flow Charts, Guidelines, Models, *Programed Tutoring, Teaching Methods, Tutorial Programs, *Tutoring

This paper describes a tutorial lesson to give teachers a model against which to compare and contrast a variety of instances of such lessons, and to help them to eventually come to a personal position on what constitutes a tutorial computer lesson. Three flow charts are provided as examples of tutorial style episodes. This resource for preservice and inservice teacher training includes a suggested study activity. (Author/CMV)

*Stewart, James T.*
**Drill and Practice on a Computer. The Illinois Series on Educational Application of Computers, No. 7e.**
Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-24p.; Best copy available; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, *Computer Programs, Feedback, *Guidelines, *Instructional Design, Student Reaction, Student Records, Visual Stimuli
Identifiers-*Drill and Practice

When designing a computerized drill and practice lesson, the teacher should (1) select the content and processes of the lesson to match the content and processes of the initial instruction, (2) present a variety of stimulus presentations for an item, (3) select constructed or non-constructed response modes by the type and complexity of the material being practiced, (4) provide appropriate feedback for a student's response, (5) systematically select the next appropriate item to be presented, (6) have some appropriate lesson termination strategy, and (7) update records and report the student's score in some meaningful manner. A sample program of a general drill and practice lesson is presented and described. This resource for preservice and inservice teacher training provides study questions and a 14-item bibliography. (Author/CMV)

ED 183 188 IR 008 130

*Dennis, J. Richard*

**Computer Simulation and Its Instructional Uses. The Illinois Series on Educational Application of Computers, No. 8e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-34p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Algorithms, *Computer Assisted Instruction, *Educational Games, *Guidelines, Learning Activities, *Simulation, Teaching Methods

This paper discusses computer simulation as a tool for teaching about phenomena characterized by a problem to be solved, a task or goal to be reached, a procedure to be learned, or an environment to be understood. Simulation is defined and characterized by an examination of both the attributes that are common to simulations, and a taxonomy (classification) of simulations based upon attributes not common to all instances of simulation. The many aspects of using simulations in the classroom are also discussed. This document was prepared as resource for the preservice and inservice training of teachers, and it points out that although simulations can be a valuable teaching tool, in order to use them effectively teachers need to be aware of their nature, what they can potentially provide in the way of learning experiences, and the provisions that must be made to optimize their use. A list of sources of existing simulations and a 27-item bibliography are attached. (Author/CMV)

ED 183 210 IR 008 160

*Jegermanis, Valts E.*

**Review of Selected Telemedia Delivery Systems. Telecommunications Study Commission, Working Paper No. 13.**

Virginia State Telecommunications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-73p.; For related documents, see IR 008 152-153 and IR 008 158
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Cable Television, Delivery Systems, *Fixed Service Television, Intercommuqication, *Networks, *State Programs, *Telecommunication
Identifiers-*Subsidiary Communication Authorization, *Virginia

This paper discusses three aspects of telecommunication programming delivery instructional television fixed services, subsidiary communication authority, and cable television and applies these systems to Virginia's requirements, pointing out their future potential in the Commonwealth. The potential oF network interconnection is also discussed and related to current aspects of simultaneous message delivery throughout Virginia. (Author/RAO)

ED 183 211 IR 008 162

*Southworth, Raymond Cape, Robert*

**Teleprocessing: Use by Virginia Institutions of Higher Education. Telecommunications Study Commission, Working Paper No. 15.**

Virginia State Telecommunications Study Commission, Richmond.

Pub Date-6 Sep 79
Note-25p.; For related documents, see IR 008 153 and IR 008 156
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computers, Electronic Data Processing, *Higher Education, *State Programs, *Telecommunication
Identifiers-*Virginia

The use of computers in Virginia's institutions of higher education is reviewed and the role played by data communications in the work of the institutions is discussed. In this paper, data communications is defined to mean the movement of information from one place to another without changing the value of the information. State plans for developing and managing the facilities for data processing in higher education are reviewed, as well as its current use, and some trends indicating future growth in this area are briefly discussed. (RAO)

ED 183 212 IR 008 164

*Ready, Keith*

**The Use of Teletypewriters in Virginia. Telecommunications Study Commission, Working Paper No. 17.**

Virginia State Telecommunications Study Commission, Richmond.

Pub Date-6 Sep 79

Note-14p.; For related documents, see IR 008 153 and IR 008 158

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Aurally Handicapped, Delivery Systems, Information Dissemination, *Libraries, *State Agencies, State Programs, *Telecommunication, *Telephone Communication Systems

Identifiers-Teletypewriters, *Virginia

This review of the use of the teletypewriter (TTY) by state agencies and institutions in Virginia focuses on two major systems which employ TTY's not interfaced with computers, i.e., the Teletypewriter Exchange Service (TWX) and Teletypewriter for Deaf People (TD). Expenditures and policies are discussed briefly, and a need for improvement is indicated. Problem areas concerning TTY transmission where a central state planning, management, and coordination agency could play a significant role are identified as determination of user needs, TD systems improvement, telephone utilization (to take advantage of special billing rates), and research and development. (RAO)

ED 183 162 IR 008 080

**On-Site Library Training Program for School and Community in an Economically and Culturally Deprived County.**

Holmes County School District, Lexington, Mass.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.
Report No.--468AH80037
Pub Date-79
Grant-G007800597
Note-353p.; Best copy available.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-*Culturally Disadvantaged, *Economically Disadvantaged, *Instructional Materials, Instructional Materials Centers, Library Education, *Library Instruction, Manuals, Questionnaires, *Rural Schools, *School Community Programs, School Libraries

This training manual documents planning and procedures employed in the development of a coordinated, comprehensive, year-long inservice library training program designed to stimulate and motivate the habit of library usage by students and teachers in the rural poverty area of Holmes County, Mississippi. Participants in the program included students, teachers, administrators, instructional aides, media aides, public librarians, college librarians, school library media specialists, and commmunity members. This manual provides outlines for each of the 40 sessions, emphasizing the planning aspects of the program, and especially the communications employed in establishing dates, times, goals, objectives, activities, performance indicators, and publicity. Aspects of the library media program addressed in individual sessions include the roles of principals, teachers, aides, and parent volunteers; the role of the media program in the school curriculum; materials selection and production, including appropriate materials for exceptional children; school media center/public library cooperation; library skills for students, aides, and teachers; resources for teachers; student career awareness; and equipment operation. Appendices provide a discussion of evaluation procedures and findings, as well as samples of publicity, promotion ideas, and awards, and lists of supplementary materials and consultants. (Author/RAA)

ED 183 163 IR 008 081

*O'Donnell, Peggy Read, Patsy*

**Planning Library Programs.**

Southwestern Library Association, Stillwater, Okla.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-77
Note-55p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Adult Programs, Bibliographies, Commuqity Characteristics, Community Programs, *Guidelines, *Humanities, *Library Planning, *Library Programs, Program Proposals, Publicize, *Public Libraries

Intended for public libraries that have not yet sponsored programs for the adult community, this manual describes the steps in designing and staging programs designed to bring together local citizens, public policy makers, and scholars in the humanities to discuss issues of concern to their state or community. Sections are devoted to the National Endowment for the Humanities (NEH), planning your program, the planning group, building an audience, turning themes into programs, evaluation, proposal writing, staging the program, publicity and promotion, and the aftermath of the program. A brief bibliography and a list of six NEH state-based committee addresses and themes are included. (JD)

ED 183 138 IR 008 048

**Resources for Schools: 1. A Catalog of Publications from the Massachusetts Department of Education.**

Massachusetts State Dept. of Education, Boston.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-76-0058
Note-40p.; For a related document, see ED 152 270
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Education, Bilingual Education, Catalogs, *Educational Administration, *Educational Programs, *Educational Resources, Educational Television, *Government Publications, Information Sources, Special Education, State Departments of Education
Identifiers-*Massachusetts

Resources listed in this annotated guide to state educational publications are entered alphabetically under the following topical headings: adult education, bilingual education, board of education, educational information, equal educational opportunity, Massachusetts Dissemination Project, Massachusetts Educational Television, nutrition education, occupational education, research and assessment, right to read, school building assistance, school district reorganization and collaboration, school finance, school management services, special education, student services, and teacher certification. A title index is provided. (FM)

Bonn, George S., Ed. Faibisoff, Sylvia, Ed.
**Changing Times: Changing Libraries**
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date-78
Note-168p.; Allerton Park Institute, 22d, 1976
Available from-Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL 61820 ($8.00)
Pub Type- Books (010) - Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Change Agents, Educational Change, *Futures (of Society), *Librarians, *Libraries, *Library Role, *Social Change, Technological Advancement, Trend Analysis

This collection of essays and responses by 18 specialists and librarians focuses on three research perspectives: (1) governmental, economic, and technological changes; (2) possible results of change in the humanities, education, and social institutions; and (3) the process of change and ways to create conditions for change. Each specialist's essay is followed by a librarian's response which highlights the essay's implications for librarians and expresses a point of view. Papers include the following: The Last Quarter-Century: Change as Challenge or as Catastrophe, by Kenneth W. Thompson; The Future of Government: Trends and Emerging Conditions, by Clement Bezold; Prospects for Women in the Paid Labor Market, by Ralph Smith; Interactive Electronic Media, by Bruce A. Sherwood; Project: Knowledge 2000, by R. Lynn Carroll; Education in America: The Next Twenty-five Years, by Harold G. Shane; Changes in Sexual Identities, by Helena Z. Lopata; and Creating the Conditions for Change, by Donald P. Ely. The librarian respondents are Jesse H. Shera, Eileen D. Cooke, Jane Cooney, Gerald R. Brong, John P. McDonald, Crystal M. Bailey, Gerald R. Shields, and Hugh C. Atkinson.(FM)

ED 183 136 IR 008 041

*Adalian, Paul T., Jr., Comp. Rockman, Ilene F., Comp.*

**BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101.**

Pub Date-79

Note-119p.; Some examples may not reproduce

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Academic Libraries, *College Students, Library Education, *Library Facilities, *Library Materials, *Library Services, Manuals, Search Strategies

Identifiers-*California

This manual in library skills is designed to acquaint college students with the facilities and resources of the California Polytechnic library, and is arranged according to the following subjects: book collection and classification, main collection index, circulation and loan services, limited loan/reserve section, periodicals, periodical indexes, periodical abstracts, newspapers and newspaper indexes, reference books and the reference department, interlibrary loan, government documents, learning resources and curriculum department, special collections and archives, search strategy, citing information, using style manuals, information guides, and main floor plans. Glossaries of library terms, symbols, and abbreviations are provided. (FM)

ED 183 137 IR 008 047

*Brown, Robert L.*

**A Brief Description of the San Jose Community College District's On-Line'' Registration System.**

Pub Date-Jul 79

Note-32p.; Some examples may not reproduce

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Community Colleges, Computer Oriented Programs, *Electronic Data Processing, *Management Information Systems, On Line Systems, *School Registration

Identifiers-*California

This document is a narrative description of an interactive, online registration system, which was designed and written for the San Jose Community College District. The document includes the machine configuration, the history and development of the system, how the operators and students interact with the system, and examples of various hard copy documents that are associated with the registration system. (Author)

ED 183 161 IR 008 079

*Edgar, Neal L. And Others*

**The OCLC Serials Sub-System: A First Evaluation.**

Pub Date-78
Note-41p.; Illustrations from pages 28 to the end may not reproduce
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Cataloging, Data Bases, *Evaluation, Feasibility Studies, *Information Retrieval, Information Systems, Library Networks, Library Technical Processes, *On Line Systems, *Serials
Identifiers-*OCLC

This examination of the OCLC serials control sub-system points to positive and negative aspects of the OCLC system as they relate to serials, and evaluates the system's serials cataloging capabilities. While this report assumes a knowledge of the basic operations of OCLC, it describes the system in general, its function in cataloging, and its serials check-in component, concluding that no widely accepted evidence exists to prove that the OCLC serials sub-system is any faster than a well-run manual system. Illustrations include diagrams of the OCLC database and examples of system functions. (FM)

ED 183 160 IR 008 076

**National Endowment for the Humanities Bibliography of Humanistic Reading for Grade Levels 1-8.**

Literacy Volunteers, Inc., Syracuse, N.Y.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 79

Note-110p.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Adult Literacy, *Basic Reading, Bibliographies, *Developmental Reading, *High Interest Low Vocabulary Books, *Humanities, Reading Improvement, *Reading Materials, Reading Skills, Tutors

Identifiers-Literacy Volunteers Inc

Compiled for adults who have come late in life to reading, this bibliography is intended to add a humanistic dimension to their basic reading skills; it has been developed on the premise that mere coping skills are not enough for the adult reader. This cooperative program of librarians and literacy volunteers has assembled titles that range across the arts, literature, philosophy, law, history, religion, and the social and behavioral sciences. Skill levels encompassed by the bibliography are grade levels five through eight. Field testing of a sample of 30 books by students and tutors at five participating libraries indicates an increase in both student and tutor understanding and appreciation of the humanities. (RAA)

ED 183 209 IR 008 159

*Caton, Bernard And Others*

**Public Radio in Virginia. Telecommunications Study Commission, Working Paper No. 12.**

Virginia State Telecommuqications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-30p.; For related documents, see IR 008 153 and IR 008 158
Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Educational Radio, Financial Support, *Government Role, *Higher Education, Personnel, Programing (Broadcast), *Radio, *State Programs, *Telecommunication
Identifiers-*Public Radio, *Virginia

This study of the 18 non-commercial and five 10-watt campus radio stations in the Commonwealth of Virginia is concerned with how these stations operate, how they are controlled and funded, and how they serve the public. A discussion of the role of the state government in tapping the potential of this medium is followed by an examination of the current status of public radio use in Virginia. Brief discussions are provided of the use of radio for instruction, uses in higher education, purposes and audiences served by higher education radio stations, control, staffing, funding, programming, and networking. It is concluded that while there are some stations which offer significant amounts of time for news and information, public radio is currently being used for the most part only as a medium for entertainment; the greatest untapped potential for radio in Virginia is seen to be its use as a tool for formal education (RAO)

ED 183 159 IR 008 074

*Shirk, Gary M.*

**Metropolitan Public Library Funding and Intergovernmental Fiscal Relations: Concepts and Issues.**

Pub Date-Mar 79
Note-46p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Financial Policy, *Financial Support, *Metropolitan Areas, *Public Libraries, *State Federal Aid, Tax Allocation, Taxes

Competition among the many public services for tax supported funding is a major concern for metropolitan public libraries seeking financial support. The absence of the library is an integrated component of the public educational structure or as a general service agency in the mainstream of government has historically placed the library at a disadvantage. Problems in library financing are interwoven through the fabric of issues fundamental to U.S. economic and political life and cannot be solved without understanding their complexities. Growth of government at all levels with its attendant priority conflicts and variations in fund disbursement is a basic consideration. The social and economic growth patterns of metropolitan areas as opposed to their actual legal tax raising boundaries are a critical factor. The form of taxation, whether progressive or regressive, further complicates proposed funding arrangements. Libraries are presently undecided upon fixed tax support or support by appropriation with their differing and often opposed advantages. Careful examination of each library's role and future direction in the community and its local relation to the tax structure must be considered before defining financing objectives for the 1980s and beyond. The time for formulating these objectives is now. (A 62-item bibliography is attached.) (RAA)

Membership lists of various library-related committees conclude the report. (JD)

ED 183 158 IR 008 073

**Materials from the National Arts and the Handicapped Information Service: Annotated Bibliography. Second Draft.**

National Arts and the Handicapped Information Service, New York, N.Y.
Spons Agency-American Telephone and Telegraph Co., New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Nov 78
Note-32p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, *Audiovisual Aids, Aurally Handicapped, *Fine Arts, *Handicapped, Instructional Materials, Instructional Media, Physically Handicapped, Publications, *Reference Materials, *Resource Guides, Visually Handicapped

This annotated bibliography describes media and materials on the subject of arts and handicapped persons, including books, recordings, films, and materials transcribed in braille and large print. Only materials produced since 1970 are listed; the many articles, magazines, and dissertations that were published in this period are not included. Sections of the document are Reviews of Printed Materials, Bibliographies (which enable searchers to locate older editions of materials), Library of Congress National Library Service for the Blind and Physically Handicapped, Music, Recorded Materials, Media, Films for the Deaf and Hearing Impaired People, and Mixed Media. Five organizations that provide custom bibliographies for a fee are also listed. (Author/JD)

ED 183 182 IR 008 124

*Dennis, J. Richard*

**A Teacher's Introduction to Educational Computing. The Illinois Series on Educational Application of Computers, No. 2e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-18p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Educational Games, Guidelines, Problem Solving, Simulation, Tutoring, *Use Studies

This paper is designed to provide the educator with an overview of instructional applications of the computer, along with important issues related to each application. Applications discussed include computer managed instruction, drill and practice, simulation, computer assisted testing, instructional games, tutorials, problem solving, and classroom management. Some ways that teachers have started bringing computers into their schools are listed, as well as two references. This is one of a series of monographs prepared as resources for the preservice and inservice training of teachers. (CMV)

ED 183 206 IR 008 156

*Schneider, Frederick C.*

**Higher Education Uses of Telemedia in Virginia. Telecommunications Study Commission, Working Paper No. 9.**

Virginia State Telecommunications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-8p.; For related documents, see IR 008 153, IR 008 155, IR 008 158, and IR 008 162
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Educational Problems, Educational Television, *Higher Education, *Interinstitutional Cooperation, *State Programs, Statewide Planning, *Telecommunication
Identifiers-*Virginia

This review of the problems encountered in the use of telecommunications for higher education in the Commonwealth of Virginia points out that there is no agency or organization that has taken the lead in coordinating and facilitating the organized growth and development of television services with and among all institutions. Insufficient in-place support systems and a lack of institutional as well as statewide planning are seen to be reasons for extensive duplication of capabilities and accumulation of incompatible equipment throughout the state. Examples of systems developed at individual institutions are cited to demonstrate both their potential and problems in the implementation of such systems on a statewide basis. (RAO)

*Uhlmann, Judith*

**State Agency Uses of Telemedia Technology in Virginia. Telecommunications Study Commission, Working Paper No. 10.**

Virginia State Telecommunications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-9p.; For related documents, see IR 008 153, IR 008 158, and IR 008 164-165
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Agency Role, Audiovisual Aids, *Educational Television, *Information Needs, Producer Services, Purchasing, *State Agencies, *State Government, State Programs, *Telecommunication
Identifiers-Vendors, *Virginia

Uses made of telemedia by various governmental agencies in Virginia in carrying out their functions are reviewed, and potentials for use offered by current technology are explored. The predominant uses for radio and television by those state agencies that have used telemedia are to distribute public service announcements (PSA's). Scripts, slides, and ITV programs have also been acquired by/for state agencies; most of these materials have been designedand produced by commercial sources under contract. Problems involved in contracting for services with vendors i.e., public relations and advisory firms, public and commercial broadcasting stations, program production services, and commercial equipment vendors are indicated, as well as a lack of standard procedures for administering funds for such contracts. It is concluded that the state's greatest weakness in not making greater use of available technologies has been due to a lack of information rather than an absence of technology, and several innovative uses of telemedia in other states are cited as examples of the potential that could be tapped by state agencies in Virginia. (RAO)

ED 183 208 IR 008 158

*Uhlmann, Judith*

**Telemedia Research and Innovation. Telecommunications Study Commission, Working Paper No. 11.**

Virginia State Telecommunications Study Commission, Richmond.

Pub Date-23 Aug 79

Note-11p.; For related documents, see IR 008 152-160, IR 008 162, and IR 008 164-165

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Educational Innovation, Higher Education, *Media Research, Radio, *Research Needs, *State Programs, *Telecommunication

Identifiers-*Virginia

The extent of present efforts in telecommunications research and innovation in the Commonwealth of Virginia is reviewed. Two programs are highlighted: Project HEAR (Higher Education Applications of Radio), designed to enable state-supported institutions to develop means of meeting cultural, instructional, and informational obligations through the use of radio broadcasting; and the Center for Excellence, Inc., a private, non-profit corporation concerned with educational, medical, and social services research and resource development. National perspectives on telecommunications research as they relate to Virginia are also reviewed, and the concluding comments indicate some areas in which there is a need for more government support, as well as levels of research and development that are not being utilized to their potential. (RAO)

ED 183 184 IR 008 126

*Dennis, J. Richard*
**The Question Episode Building Block of Teaching with a Computer. The Illinois Series on Educational Application of Computers, No. 4e.**
Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-16p.; For related documents, see IR 008 123-139.
Pub Type-Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, Computer Programs, Guidelines, Instructional Design, *Interaction, *Questioning Techniques, Teaching Methods

This paper presents the notion of a question episode,'' the smallest complete unit of computer- student interaction in computer assisted instruction, and describes such important elements as question types, student input, interpretation of student inputs, computer replies, and duration limits. Included are some guidelines to help determine the quality of question episodes found in computerized lessons. This resource for preservice and inservice teacher training suggests two study activities and lists one reference. (Author/CMV)

ED 183 183 IR 008 125

*Alessi, Stephen M. Dennis, J. Richard*

**Designing Instruction for Teaching with a Computer. The Illinois Series on Educational Application of Computers, No. 3e.**

Illinois Univ., Urbana. Dept. of Secondary Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-28p.; For related documents, see IR 008 123-139.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, *Flow Charts, *Guidelines, *Instructional Design, Learning Activities, *Lesson Plans, Programing Languages, *Teacher Developed Materials, Teaching Methods
Identifiers-BASIC Programing Language, Computer Software

A review of the major components of lesson planning and two conventional planning methods provides background for this explanation of the type of planning required when designing instruction for teaching with the computer. This formal planning'' includes the identification and articulation of the locical sequencing of both instructional events and instructional decisions, and planning sequences are nonlinear, taking a flowchart form, rather than being tightly tied to the days of the week. Discussion of the factors involved in formal planning includes decisions as instructional events, sequencing based on decisions, the organization of formal planning, and consturcting the flowchart; examples of first and second drafts of a flowchart for a series of lessons teaching the computer language BASIC are provided. This document was designed as a resource for preservice and inservice teacher training, and a study activity is provided, as well as a list of seven references. (CMV)

ED 183 133 IR 008 034

*Greene, Susan C. And Others*

**Television Programming for Children: A Report of the Children's Television Task Force.**

Federal Communications Commission, Washington, D.C.

Pub Date-Oct 79

Note-194p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-*Broadcast Industry, *Childrens Television, *Compliance (Legal), *Educational Policy, Educational Television, *Federal Regulation, Marketing, Programing (Broadcast), Television Commercials, Television Research

Identifiers-*Federal Communications Commission

These two volumes of a 5-volume report on commercial broadcaster compliance with the Federal Commuqications Commission (FCC) 1974 policies on programming and advertising to children provide an overall analysis of children's television, as well as a detailed analysis of broadcast industry compliance. The first volume reviews the social, cognitive, and economic factors that affect the amouqt, types, and scheduling of children's programs, and discusses policy options open to the FCC with staff recommendations. The analysis of broadcaster compliance in the second volume is based on a series of studies examining the policy impact on the overall amouqt of programming designed for children 12 years and uqder, the amount of educational programming, program scheduling, and overcommercialization on children's television and related advertising issues. The effectiveness of the present license renewal form as a method of assessing compliance is also examined. (CMV)

ED 183 134 IR 008 035

*Ellinger, Robert S. Brown, Bobby R.*

**The Whens and Hows of Computer Based Instructional Simulation. Report Series 1979.**

Iowa Univ., Iowa City.

Pub Date-79

Note-12p.; Prepared for the Annual Meeting of the Association of Educational Data Systems (Atlanta, GA, 1978)

Available from-CAI Laboratory, Weeg Computing Center, University of Iowa, Iowa City, IA 52242

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Computer Assisted Instruction, Documentation, Evaluation Methods, *Guides, Instructional Design, *Simulation

This paper discusses, in general terms, when the use of computer based instructional simulation (CBIS) is appropriate, and offers suggestions on constructing an effective instructional simulation, placing a particular emphasis upon documentation. Two examples of simulation are given with descriptions of useful methods for evaluating CBIS. (Author/CMV)

ED 183 135 IR 008 039

*Harrell, Charles B.*
**An Automated Library Circulation System: A Justification.**
Texas Univ., Arlington. Library.
Pub Date-Dec 78
Note-34p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Libraries, *Cost Effectiveness, Feasibility Studies, Information Retrieval, *Library Automation, *Library Circulation, Library Equipment, *On Line Systems, Optical Scanners
Identifiers-*Texas

This report for an automated circulation control system to replace the currently used automated off-line batch system discusses the general requirements for the requested system, the equipment needed, the planned uses and design of the proposed system, its utilization, its expected benefits, its estimated costs, the alternatives considered, and the projected implementation schedule. The equipment required consists of a dedicated minicomputer system supporting visual display or cathode ray terminals (CRT) and other peripheral equipment. Appendices summarize costs for the alternative systems, detail one-time costs for modifications to the present system to place it online, and chart annual operating costs for the alternative systems. (FM)

ED 183 369 SE 029 839

**Energy Management for School Administrators: Curriculum Infusion Facilities Audit.**

Education Service Center Region 7, Kilgore, Tex.
Pub Date-79
Note-341p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Conservation (Environment), *Curriculum Development, *Elementary Secondary Education, Energy, Energy Conservation, Facilities, *Fuqdamental Concepts, Grants, *Interdisciplinary Approach, Management, Science Education, *State Curriculum Guides
Identifiers-*Energy Education

Presented are the state guidelines and framework for the infusion of energy education into the Texas public school curriculum. Designed to assist teachers, administrators, and other school personnel in the process of infusing energy education concepts, this guide focuses on the basic concerns and needs of the people as related to energy and suggests ways in which energy conservation can become a part of all disciplines in elementary and secondary schools. Included is the Program Training Manual for Energy Conservation Grants which contains a synopsis of the Federal Grants Program and describes the strategy through which the state will assure compliance with the regulations. (BT)

ED 183 368 SE 029 825

**We Can Help. Environmental Education Teaching Resources. Teacher's Guide and 24 Outdoor Classroom Environmental Education Guides.**

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency-Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date-75

Note-198p.; Not available in hard copy due to copyright restrictions; Contains occasional colored pages which may not reproduce well

Available from-Jenny Publishing Co., 57 Queen Ave., South, Minneapolis, MN 55405 ($15.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Botany, Career Planning, Earth Science, *Ecology, *Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, Land Use, Language Arts, Meteorology, Outdoor Education, Photography, Population Growth, Public Policy, Science Education, Sciences, *Social Studies, Surveys, Water Pollution Control, Water Resources, Wildlife Management

This teacher's guide, and accompanying set of 24 activity packets, is designed to direct outdoor learning experiences by students. Information is collected and then shared in large group classroom discussion. The 24 activity packets are divided into levels; Level I is recommended for grades 4-6 and Level II for grades 7-12. Each guide is a complete description of an investigation involving an environmental topic or issue. Each activity guide includes a synopsis, environmental goals, background, purpose, objectives, materials needed, introduction, and activity description. (RE)

ED 183 394 SE 030 303

*Kruse, M. Ramona*

**A Comparative Study of the Effectiveness of Formal and Informal Teaching in Science, Math, and Social Studies.**

Pub Date-Sep 79

Note-76p.

Pub Type- Dissertations/Theses - Undetermined (040) - Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Content Reading, Elementary Education, Elementary School Mathematics, Elementary School Science, Grade 2, Language Development, *Reading Development, *Reading Instruction, *Research, Social Studies, Student Attitudes

The purpose of this study was to determine the effectiveness of an instructional program in reading and language development in the content areas of science, social studies, and mathematics in grade two. An experimental group received formally prepared lessons in reading for twenty minutes per day for five weeks each, in science, social studies, and mathematics, while the control group did not receive formally prepared lessons. The researcher concluded that formal and informal teaching were equally successful; on only three of the sixteen areas tested was there a significant difference; and emphasis on well-planned and prepared instruction, formal or informal, seems to be the key to greater learning productivity. (MK)

ED 183 395 SE 030 304

*Charbonneau, Manon P.*

**Fractional Parts. Elementary Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-32p.; For related documents, see SE 030 305-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, Common Fractions, Elementary Education, *Elementary School Mathematics, *Fractions, *Learning Laboratories, Learning Modules, *Manipulative Materials, Mathematical Concepts, Mathematics Curriculum, *Mathematics Instruction, Mathematics Materials, Number Concepts, Worksheets

This module, concerned with fractional parts, contains 15 activity sheets, 12 of these involve students in making fractional parts and discovering the relationships of less than, equal to, and greater than, between different fractional parts. The last three sheets are for extending and enriching experiences with fractional parts. Teaching suggestions are provided for each activity sheet. (MK)

ED 183 396 SE 030 305

*Trojan, Arthur And Others*

# Geometry in Nature: Patterns. Environmental Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-44p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, *Geometry, *Learning Laboratories, Mathematics Curriculum, *Mathematics Instruction, Patternmaking, Plane Geometry, *Secondary School Mathematics, Solid Geometry, Symmetry, Worksheets

This module, designed to help students find and identify various geometric shapes and solids, contains 26 worksheets. Topics covered by these worksheets include: identification and grouping of objects with particular patterns, work with pentagons, hexagons, spirals, and symmetry. Teaching suggestions are included. (MK)

ED 183 422 SE 030 422

*Buller, Dave And Others*
**Health Activities Project (HAP), Trial Edition III.**
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-Robert Wood Johnson Foundation, New Bruqswick, N.J.
Pub Date-78
Note-170p.; For related documents, see SE 030 421-426; Not available in paper copy due to copyright restrictions
Available from-HAP, Lawrence Hall of Science, University of California, Berkeley, CA 94720 (no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) trial edition (set III) are a teacher information folio and numerous student activity folios which center around the idea that students in grades 5-8 can control their own health and safety. Each student folio is organized into an Overview, Health Background, Materials, Setting Up, and Activities section. Worksheets are also included for completing the activities for that particular folio topic. Examples of folio topics and activities include: using the yellow pages of a telephone directory to find health resources in the commuqity, identifying habits that students would like to break and then monitoring progress in changing the habit, discussing the appeal of a product and using a variety of appeals to create personal ads, selecting lunch from a menu and assessing nutrients in the foods chosen. (CS)

ED 183 421 SE 030 421

*Buller, Dave And Others*

**Health Activities Project (HAP), Trial Edition II.**

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date-77

Note-149p.; For related documents, see SE 030 422-426; Not available in paper copy due to copyright restrictions

Available from-HAP, Lawrence Hall of Science, University of California, Berkeley, CA 94720 (no price quoted)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) trial edition (set II) are a teacher information folio and numerous student activity folios which center arouqd the idea that students in grades 5-8 can control their own health and safety. Each student folio is organized into a Synopsis, Health Background, Materials, Setting Up, and Activities section. Worksheets are also included for completing the activities for that particular folio topic. Examples of folio topics and activities include: balance and vision, stability in movement, balance and fatigue, limber up, stiff joints, size and age, and consumer's choice. (CS)

ED 183 420 SE 030 420

*Krulik, Stephen, Ed. Reys, Robert E., Ed.*

**Problem Solving in School Mathematics. National Council of Teachers of Mathematics 1980 Yearbook.**

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-80
Note-241p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (members $9.60, nonmembers $12.00; Discounts on quantity orders)
Pub Type- Books (010) - Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors-Annotated Bibliographies, Calculation, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Measurement, *Problem Solving, Research Reviews (Publications), *Yearbooks
Identifiers-*Calculators

The twenty-two essays on problem solving included in this publication give ideas and examples for use in the classroom at all levels of instruction. Topics discussed in the essays include but are not limited to: problem posing, clues from research, story problems, calculators, textbook problems, and measuring problem solving. Polya's heuristics as well as an annotated bibliography are also included. (MK)

ED 183 441 SO 012 367

*Foster, Robert J. Danielian, Jack*

**An Analysis of Human Relations Training and Its Implications for Overseas Performance. Technical Report 66-15.**

George Washington Univ., Alexandria, Va. Human Resources Research Office.
Spons Agency-Office of the Chief of Research and Development (Army), Washington, D.C.
Pub Date-Aug 66
Contract-DA-44-188-ARO-2
Note-41p.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Adult Counseling, Case Studies, *Cross Cultural Training, Foreign Culture, *Humanistic Education, *Human Relations, Role Playing, *Sensitivity Training, T Groups, *Training Techniques

The document examines three kinds of human relations training techniques and their possible application in preparing American personnel for the cross-cultural aspects of overseas assignments. The objective is to describe each technique, examine it with respect to possible use in area training, and summarize experimental evidence of its effectiveness, as well as to develop tentative suggestions for adapting each or all three for area training and integration into an ongoing program. Section I of the document states the problem: differing cultural premises and beliefs underlying more obvious cultural characteristics form major obstacles to the effective accomplishment of missions abroad. Section II discusses human relations training as a means of solving this problem, presenting objectives, process, necessary conditions, and three techniques (training groups or T-groups, role playing, and case study). Sections III through V examine each technique, covering process, effectiveness, past applications in area training, and speculations on the use and potential value. The final section offers six conclusions and implications: (1) human relations training can make an impact when used with foresight by an experienced trainer, (2) training is costly and exact cost/effectiveness data are impossible to define, (3) techniques differ in potential, but T-group is most powerful for bringing to awareness covert implications of one's behavior, (4) varying the three techniques is appropriate for most trainees and job requirements, (5) effective training involves a total organization or team and takes place overseas after a month or two, and (6) training can be enriched by incorporating foreign nationals. (CK)

ED 183 440 SO 012 366

*Femminella, Francis X.*

**Ethnic Dimensions of Citizenship.**

Pub Date-18 May 76

Note-34p.; For related documents, see SO 012 364-365; Expanded version of a paper read at the White House Conference on Ethnicity and Education (May 18, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Citizenship, Conceptual Schemes, *Cultural Background, Cultural Pluralism, Educational Responsibility, Elementary Secondary Education, *Ethnic Groups, *Ethnicity, Immigrants, Public Schools, *School Role, Self Concept, Social Integration

The relationship between ethnic heritage and citizenship is explored in this paper. The author develops his analysis in four chapters. Chapter I examines levels of identity through which all individuals progress as they mature. These include identification with oneself, one's family, the extended family and ethnic group, the nation, and the world community. Education is seen to help in developing individuals' conscious awareness of their own identifications. Chapter II discusses concepts of ego-identity (self-image in relation to others) and ideology (value-influencing phenomena which connect individuals to their society). Interpretations of these concepts by Erik Erikson, K. Mannheim, and N. A. Murray are outlined and are used to generate a new concept of ethnic ideological themes. Ethnic ideological themes are the value orientations which are held in common by members of an ethnic group. Chapter III explores the concept of ethnic identity in relation to effects of immigration and interaction with resident native groups. The author notes the transformation of the melting pot theory to the theory of cultural pluralism (see SO 012 364), the phenomenon of alienation of new immigrant groups from native residents, and differing effects of immigrant status on first, second, third, and fourth generation immigrants. Chapter IV considers the concept of citizenship and its relation to education. Since the educational system helps shape an individual's identity, all Americans have the right to expect it to promote ethnic heritage awareness as well as awareness of citizenship responsibilities. (AV)

How To Draw Electrical Things and Electrical Circuits Quickly; (7) How To Draw Equilateral Triangles, Squares, and Regular Pentagons Using Dot Pattern Sheets; (8) How To Construct an Equilateral Triangle; (9) How To Construct a Square; (10) How To Measure Angles; (11) How To Find the Height of a Building or a Tree; (12) How To Measure Large Distances; (13) How To Use a Stopwatch; (14) How To Find the Quartile Range of a Set of Data; (15) How To Find the Average of a Set of Data; (16) How To Connect Several Things to One Source of Electricity; and (17) How To Record Data by Tallying. (MK)

Growth/Learning; and (3) Appropriate Learning Experiences for Whole Earth Education. Each of these idea sets is expanded upon. A summary and references are presented followed by an epilogue, a section about the authors, acknowledgements, and an appendix of resource material sources. (RE)

annexation, and the fear of the added tax burden imposed by municipal annexation. Second only to annexation was residents' desire to retain local assessors for tax assessment. Rural township residents were very concerned about the preservation of local initiative, especially when environmental regulations, safety regulations, and development plans indicated disregard for the concerns and life styles of area residents. Other concerns involved service delivery systems, alternative revenue systems, and statewide organization activities. The final portion of this report deals with planning for the future of Minnesota's township governments through the use of regional commissions. (DS)

ED 183 347 RC 011 909

*Tiger, Georgianna*

**An Analysis of Current Indian Legislation and Its Impact On Schools On or Near American Indian Reservations.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-00023

Note-15p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Academic Standards, *American Indian Education, Bilingual Education, Board of Education Role, Educational Administration, *Educational Change, Educational Finance, *Educational Legislation, Elementary Secondary Education, English (Second Language), Federal Legislation, Gifted, Government Role, Information Processing, *Instructional Staff, Parent Participation, *Reservations (Indian), *Schools, Self Determination, Student Rights, Tribes

Identifiers-Bureau of Indian Affairs, *Department of Education (Proposed), Elementary Secondary Education Act, *Indian Basic Education Act

Significant 1970's federal legislation regarding American Indian education includes the Tribally Controlled Community Colleges Act; the Gifted and Talented Children's Act (Title IX Elementary and Secondary Education Act, or ESEA) which focuses in part on economically disadvantaged children; the Bilingual Education Act (Title VII ESEA); and the Indian Basic Education Act (IBEA) of 1978 (Title XI ESEA). The IBEA, the result of several years of Congressional work, mandates Bureau of Indian Affairs (BIA) reform in ten areas: academic standards, boarding situations, school construction, educational functions, funding, parental participation, education personnel, information management, technical assistance, and recruitment. The IBEA addresses student rights within BIA schools and Indian control of Indian educational affairs. The law also gives the Director of the Office of Indian Education Programs line authority over all education personnel. Teachers are removed from civil service and placed under local control. Possibly the greatest impact on Indian education would result not from these new laws, but from the transferral of Indian education to the newly created Department of Education. For Indian education to remain under the authority of the BIA the IBEA must be successful. (SB)

ED 183 328 RC 011 876

**Multi-Cultural Issues In Mental Health Services: Strategies Towards Equity.**

California State Dept. of Health, Sacramento.
Pub Date-Oct 79
Note-178p.; Some pages may not reproduce
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Blacks, Cultural Awareness, *Delivery Systems, Disadvantaged Groups, Grievance Procedures, *Health Needs, Health Services, *Hearings, Inservice Education, Interagency Cooperation, Language Handicaps, Legislation, *Mental Health Programs, Mexican Americans, *Minority Groups, Needs Assessment, Outreach Programs, Psychiatric Services, Services, *State Programs, Use Studies
Identifiers-*California

While California has evolved the elements of a strong and responsive mental health service delivery system based on a statutory partnership among the executive office, local jurisdictions, and citizens, many groups of persons in need of mental health services remain underserved. Such is the plight of the racial/ethnic minority people, whose environmental circumstances place them at high risk and whose differences are not compatible with the traditional class and culture bound system of mental health care. To solicit public testimony on the mental health needs of ethnic and racial minority groups, public hearings were conducted during 1978 in Fresno, San Francisco, El Centro, and Chico. Recommendations emerging from the hearings to enhance the quality of service include recruitment of bilingual/bicultural minority staff, in-service training on cultural differences of clientele, community education, inter-county cooperation, linking mental health services with other available social services, and enforcement of mandates and legislation. The report presents issues and concerns identified, the hearing notices, protocol, summaries of verbal and written testimony, correspondence, and other documentation, including tabular data on California's minority populations. (NEC)

ED 183 329 RC 011 877

*Taylor, Y. A., Comp.*

**1978 Migrant Education. State Evaluation Report.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.

Pub Date-Nov 78

Note-90p.

Pub Type- Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Academic Achievement, Ancillary Services, Blacks, Educational Programs, Elementary Secondary Education, Inservice Teacher Education, *Interagency Cooperation, Interagency Coordination, Mathematics, *Migrant Education, *Objectives, Program Evaluation, Reading Achievement, *Staff Improvement, *State Programs, Student Recruitment, Summer Programs, Workshops

Identifiers-Migrant Student Record Transfer System, *North Carolina

North Carolina's migrant education program adequately met its 1977-78 objectives focusing on program continuity, summer and regular term programs, Migrant Student Record Transfer System (MSRTS), programs for formerly migrant children, and staff development. Evaluation was based on MSRTS data, test results, on-site monitoring, and local education agency evaluations. A total of 13,309 interstate, intrastate, and formerly migrant students (mostly black) were served by 40 regular term and 26 summer programs. Four regular term programs were new. Most regular term programs served the elementary level, and emphasized individualized instruction in mathematics and language arts. Supporting services were limited. Summer programs met both instructional and supportive needs. At the elementary level, language arts, reading, and mathematics were stressed. Secondary programs focused on occupational and prevocational instruction. Supporting services included health and food services, transportation, and recreation. Results of statewide testing indicated that although migrant students improved their reading and math skills they were still below state averages on all tests at all levels. During 1977-78 there was increased interagency coordination and cooperation especially in the provision of supporting services. Staff development included workshops on reading, math, cultural arts, and MSRTS. Recommendations were made for local and state program management. (SB)

ED 183 348 RC 011 910

**Tribal Management Support Center: Training Services. Continuing Education System Catalog F. Y.-1980.**

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date-80

Note-41p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Adult Education, *American Indian Education, Continuing Education Units, *Course Descriptions, Educational Opportunities, *Institutional Administration, *Management Development, *Professional Continuing Education, Program Descriptions, Training, Training Objectives, Units of Study

Identifiers-*Allied Health Occupations Education, Arizona (Tucson), Indian Health Service, School Catalogs

A continuing education program in health systems management and administration, conducted for tribal and Indian Health Service (IHS) personnel, is described in this catalog. The first section states the goals of the program, which provides, on a national level, training to help tribes and tribal organizations administer health programs and to upgrade the administrative skills of IHS personnel. Section II describes enrollment procedures, lists permanent training staff and their qualifications, and provides a tentative course calendar for 1980. Section III lists the 24 training modules offered and provides the following information: brief summary of course content, prerequisites, maximum enrollment, module length, number of continuing education units earned, and level of difficulty. (Introductory, intermediate, and advanced modules are offered as well as modules covering a complete subject in one training session). Modules cover a variety of management and administrative topics including community and intra-hospital relations, health maintenance organizations, word processing, and health law. The final section discusses college and continuing education credit for the training modules and provides information for out-of-town trainees (i.e., map of downtown Tucson and directory of hotels, motels, and restaurants near the training facility). (JH)

ED 183 370 SE 029 898

*Corsale, Kathleen Gitomer, Drew*

**Knowledge Base Effects in Children's Number Analogy Solutions.**

Pub Date-Nov 79

Note-15p.; Paper presented at the meeting of the Psychonomic Society (Phoenix, AZ, November 1979); Not available in hard copy due to copyright restrictions

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Aptitude, Elementary Secondary Education, *Individual Differences, Intelligence Differences, *Knowledge Level, *Mathematics Education, Number Concepts, *Problem Solving, *Research

Developmental and individual differences in mathematical aptitude were investigated as a function of knowledge structure and processing variables. Results indicated the relative importance of knowledge structure and strategy skills in aptitude test performance. Protocol data further elaborated the interrelationships between knowledge and process variables, suggesting that highly structured, abstract mathematical knowledge drives the subject's solution strategy. (Author/MK)

ED 183 397 SE 030 306

*Trojan, Arthur Zastrocky, Mike*

**People Patterns: Fingerprinting. Environmental Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-25p.; For related documents, see SE 030 304-322; Photographs of fingerprints may be marginally legible
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Activities, Elementary School Mathematics, Elementary Secondary Education, *Learning Laboratories, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, *Measurement, Metric System, *Patternmaking, *Secondary School Mathematics, Worksheets
Identifiers-*Fingerprints

This module uses concepts of fingerprinting to illustrate and apply selected mathematical ideas. Specifically, students participate in activities that require pattern recognition, measuring using mm and cm, and identification of similar patterns. Inking of students' prints is done. Teaching suggestions are provided. (MK)

ED 183 423 SE 030 423

*Buller, Dave And Others*

**Health Activities Project (HAP): Heart Fitness and Action Module.**

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date-79

Note-38p.; For related documents, see SE 030 421-426; Not available in paper copy due to copyright restrictions

Available from-Hubbard Scientific, P.O. Box 104, Northbrook, IL 60062 (no price quoted)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) learning packet are activities for children in grades 5-8. Design of the activities centers around the idea that students can control their own health and safety. Within the Heart Fitness and Action Module are teacher and student folios describing five activities which involve students in exploring heartbeats, pulse rate, pulse recovery after exercise, and in evaluating their physical condition by monitoring pulse recovery. Another activity involves students in training for one week to improve their grip strength. (CS)

ED 183 442 SO 012 368

*Williamson, Jane*

**New Feminist Scholarship: A Guide to Bibliographies.**

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.
Spons Agency-EXXON Corp., New York, N.Y.
Pub Date-79
Note-141p.
Available from-The Feminist Press, Box 334, Old Westbury, NY 11568 ($15.00 cloth bound)

Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Anthropology, Bibliographies, Child Care, Developing Nations, Ethnic Groups, Family Life, *Females, *Feminism, Fine Arts, Higher Education, Homosexuality, Legislation, Literature, Literature Reviews, Minority Groups, Rape, Religion, Resource Guides, Sex Differences, Sex Role, Sociology, Womens Athletics, Womens Education, *Womens Studies, Working Women

This partially annotated bibliography lists 391 bibliographies, resource lists, and literature reviews on women. The entries, published in the late 1960s and throughout the 1970s, are classified alphabetically by author into 30 categories including a general category, anthropology and sociology, art and music, child care, criminal justice, economics, education, history, law, lesbians, marriage and the family, minority and ethnic women, philosophy, politics, professors, rape, religion, sex roles and sex differences, women and development, and the women's movement. The majority of entries were developed by noncommercial sources; fewer than 50 items are the products of commercial publishers. An author index, title index, and addresses of publishers are included. (KC)

ED 183 349 RC 011 911

**Guam '79: Facing the New Pacific Era. Annual Economic Review.**
Guam Dept. of Commerce, Agana.
Spons Agency-Department of the Interior, Washington, D.C.
Pub Date-Aug 79
Note-167p.; Document prepared by the Economic Research Center.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-Annual Reports, Business, *Demography, *Economic Development, Employment Patterns, Expenditures, Federal Government, Financial Support, *Government Role, Local Government, *Productivity, *Tables (Data), Tourism
Identifiers-*Guam, Micronesia

Socioeconomic conditions and developments are analysed in this report, designed to be useful to planners in government and the private sector. The introduction summarizes Guam's economic outlook emphasizing the effect of federal funds for reconstruction following Supertyphoon Pamela in 1976, moderate growth in tourism, and Guam's potential to participate as a staging point in trade between the United States and mainland China. The body of the report contains population, employment, and income statistics; an account of the economic role of local and federal governments and the military; a description of economic activity in the private sector (i.e., tourism, construction, manufacturing and trade, agriculture and fisheries, and financial institutions); and a discussion of economic development in Micronesia as a whole. Appendices contain the 1979 Guam Statistical Abstract,'' which constitutes the bulk of the report and provides a wide variety of data relevant to economic development and planning. Specific topics include demography, vital statistics, school enrollment, local and federal government finance, public utilities, transportation, tourism, and international trade. The most current data are for fiscal year 1977 or 1978 with many tables showing figures for the previous 10 years. (JH)

ED 183 350 RC 011 912

**Statistical Bulletin: Annual Report On Economic Indicators, 1979.**
American Samoa Development Planning Office, Pago Pago.
Spons Agency-Department of the Interior, Washington, D.C.
Pub Date-79
Note-92p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Agriculture, Business, Census Figures, Cost Indexes, *Demography, Developing Nations, *Economic Factors, Economic Research, Employment Patterns, Graphs, Income, Migration Patterns, *Productivity, *Regional Planning, *Tables (Data)
Identifiers-*American Samoa

Designed to serve as the basis for systematic collection of statistical information for government and the private sector, this bulletin presents a wide variety of economic indicators in tabular form. The data, selected to facilitate government and private planning efforts, are displayed in 25 tables and 27 graphs. Information is organized under 11 topics: demography, vital statistics, migration patterns, government finance, employment and income, consumer price index, imports and exports, agricultural products, motor vehicles, building permits, and registered business. In most cases data are reported through fiscal year 1978 with many tables showing trends from the early 1970's through 1978. Population figures cover the period from 1960 to 1977 with projections for 1981; a steady growth rate is shown since 1972 with a population of approximately 32,000 expected in 1981. Birth and death rates are given for the period from 1964-1976 and show a decline in birth rate from 43.0 to 34.0 per thousand population and a decline in infant mortality from 22.6 to 19.0 per thousand live births. Employment statistics are given for 1970-1978 and projected for 1980; unemployment rates range from a low of 8.6% in 1973 to a high of 19.1% in 1976 with 12.5% expected in 1980. (JH)

ED 183 399 SE 030 308

*Trojan, Arthur Zastrocky, Mike*

**People Patterns: Measurement. Environmental Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Grant-NSF-GW-7720

Note-19p.; For related documents, see SE 030 304-322

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Activities, Elementary School Mathematics, Elementary Secondary Education, Graphs, *Learning Laboratories, Mathematics Curriculum, *Mathematics Instruction, *Measurement, Metric System, *Secondary School Mathematics, Statistics, Worksheets

Identifiers-*Estimation

This module, concerned with measurement, provides a series of 12 worksheets that allow students to: compare their ability to walk and run to their physical attributes, play a game that involves various senses and measurements, and be grouped by various means and then compare the groups with certain measurements. Teaching suggestions are provided. (MK)

ED 183 398 SE 030 307

*Trojan, Arthur Zastrocky, Mike*

**People Patterns: Handwriting. Environmental Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-22p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Activities, Elementary School Mathematics, Elementary Secondary Education, Graphs, *Handwriting, *Learning Laboratories, *Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, Measurement, Ratios (Mathematics), *Secondary School Mathematics, Statistics, Worksheets

This module was not meant to make handwriting analysts of students, but to make them aware that mathematics is used in analyzing handwriting. Activities revolve around ratio, mean, mode, measurement and some graphing. Sample spaces are explored and used to gain insight into how people write habitually. (Author/MK)

ED 183 424 SE 030 424

*Buller, Dave And Others*

**Health Activities Project (HAP): Breathing Fitness Module.**

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-Robert Wood Johnson Fouqdation, New Bruqswick, N.J.
Pub Date-79
Note-27p.; For related documents, see SE 030 421-426; Not available in paper copy due to copyright restrictions
Available from-Hubbard Scientific, P.O. Box 104, Northbrook, IL 60062 (no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) learning packet are activities for children in grades 5-8. Design of the activities centers around the idea that students can control their own health and safety. Within this module are teacher and student folios describing four activities which involve students in learning how to measure their breathing rates and then investigating the effects of breathing style, breath holding, and exercise on breath rate; how to monitor the recovery of their breath rates after exercise; how to measure and practice improving their breath control; and how to measure their maximum lung volumes and investigate the relationship between lung volume and height. (CS)

ED 183 425 SE 030 425

*Buller, Dave And Others*

**Health Activities Project (HAP): Sight and Souqd Module.**

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date-79

Note-38p.; For related documents, see SE 030 421-426; Not available in paper copy due to copyright restrictions

Available from-Hubbard Scientific, P.O. Box 104, Northbrook, IL 60062 (no price quoted)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) learning packet are activities for children in grades 5-8. Design of the activities centers around the idea that students can control their own health and safety. Within this module are teacher and student folios describing six activities which involve students in restricting their vision by wearing masks, measuring total field of vision, using a pinhole viewer, playing two games in which students rely on nonverbal communication, and testing their ability to pinpoint the location of sound sources. (CS)

ED 183 400 SE 030 309

*Trojan, Arthur Zastrocky, Mike*

**People Patterns: Ratio. Environmental Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-17p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Activities, *Learning Laboratories, Mathematics Curriculum, *Mathematics Instruction, Measurement, *Metric System, *Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Worksheets

The objectives of this module include students being able to: measure using the metric system, determine ratios of different types, and analyze a problem using ratios. Some of the worksheets require the development of ratios from physical activity; others require the development and analysis of ratios using parts of the student's own body. Teaching suggestions are included. (MK)

ED 183 373 SE 029 958

**Fundamentals of Electric Circuits. Laboratory Manual.**
Wentworth Inst., Boston, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-152p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*College Science, Curriculum Guides, Electric Circuits, *Electricity, Electronics, Higher Education, *Laboratory Manuals, *Physics, Science Activities, Science Courses, *Science Experiments, Science Laboratories, Teaching Guides

This laboratory manual consists of three major sections. The first section deals with Direct Current (DC) fundamentals, and is divided into 17 phases leading towards the design and analysis of a DC ammeter and a DC voltmeter. Each phase consists of facts and problems to be learned in the phase, preliminary discussion, laboratory operation procedure, preparation test, and concluding discussion. The second section is designed to familiarize the student with the oscilloscope. The third section deals with Resistive-Capacitive (RC) transients. The purpose of this section is to introduce some of the basic principles of RC networks and Resistance-Inductive (RI) networks. Directions for the use of students' laboratory kits are also included. (HM)

ED 183 372 SE 029 957

**Studies in Mathematics, Volume XII. A Brief Course in Mathematics for Junior High School Teachers. Transparency Masters.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-248p.; These transparencies to be used with ED 143 552
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC10 Plus Postage.**
Descriptors-*Audiovisual Aids, Geometric Concepts, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, Number Concepts, *Secondary School Teachers, Set Theory, *Teacher Education, *Transparencies
Identifiers-*School Mathematics Study Group

These masters are designed to be used in preparing transparencies for use with overhead projectors in conjuqction with a School Mathematics Study Group publication for junior high school mathematics teachers. (MK)

ED 183 371 SE 029 953

*Chernen, Leslie*

**The Development of a Learning Laboratory at a Residential Treatment Center for Preadolescent Delinquents.**

San Jose State Univ., Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 76

Grant-NSF-EPP-75-09299

Note-331p.; Photographs will not reproduce well; Pages 193-225, Appendix 3, removed due to copyright restrictions

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors-Achievement, *Delinquents, Educational Diagnosis, Elementary Education, *Elementary School Mathematics, Individualized Instruction, Learning Laboratories, *Mathematics Instruction, Programed Units, Reading, Reading Instruction, Reinforcement, *Remedial Mathematics, *Remedial Reading, *Research, Tutoring

Described is a project conducted to achieve the following three goals: (1) the remediation of reading and arithmetic deficits of preadolescent delinquents; (2) the training of paraprofessional and peer tutors through a system of verbal and written presentation modeling, behavioral rehearsal, and evaluative feedback; and (3) the creation of a continuing learning laboratory based diagnosis, individualized prescription, programmed units, reinforcement and self-charting of progress. The study utilized experimental and control groups. Results indicated considerable gains in achievement by the experimental group in reading and arithmetic as compared to the control group. It is noted that less gain was shown on the reading subtests. (MK)

ED 183 331 RC 011 891

**Appalachian Child Development. Hearing Before the Subcommittee on Economic Development of the Committee on Public Works and Transportation House of Representatives. Ninety-fifth Congress. First Session on H.R. 8777 and Related Bills.**

Pub Date-13 Oct 77
Note-572p.; Not available in paper copy due to small print size
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Child Development Centers, Cost Effectiveness, Federal Aid, *Federal Legislation, Federal Programs, *Financial Support, Hearings, Program Descriptions, *Program Effectiveness, Rural Areas, *Rural Development
Identifiers-Amendments, *Appalachian Regional Development Act 1965, Congress 95th, *Social Security Act Title XX

Presenting testimony on bills that would amend the Appalachian Regional Development Act of 1965, this volume contains the texts of H.E. 8777 and H.R. 8374 and the statements of numerous representatives from Appalachian states. The amendments are proposed to extend the period of assistance for the Appalachia Regional Commission (ARC) child development programs for two years, through 1979, while a study is conducted to find ways of phasing out federal assistance to the programs. The opening testimony by Ohio Representatives Miller and Applegate stresses the role of the ARC child development program in the overall improvements in Appalachia since the early 1970's and cites the

difficulties of moving from ARC fuqding to Title XX funding without jeopardizing the quality or scope of services. Compiled in response to specific questions raised in the hearings, the appendices contain (1) the status of the 15[illegible] child development programs terminated from ARC support as of the end of 1977, (2) a cost analysis and management assessment of five ARC child development centers, (3) abstracts of the Appalachian State Plans for FY 1977, (4) a tabular summary of Title XX fuqds received by Appalachian and non-Appalachian states, and (5) a detailed analysis of states' Title XX social services plans for FY 1977. (JH)

ED 183 330 RC 011 879

**Iowa: Annual Evaluation Report For Migrant Programs. Fiscal Year 1978.**
Iowa State Dept. of Public Instruction, Des Moines.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date Jan 79
Note-46p.; For a related document, see ED 148 520
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Academic Achievement, Ancillary Services, Elementary Secondary Education, *Enrichment Programs, Enrollment, Health Services, Inservice Teacher Education, Instructional Programs, Interagency Cooperation, *Migrant Education, Parent Participation, *Program Effectiveness, Program Evaluation, *State Programs, Student Recruitment, *Summer Programs
Identifiers-*Iowa

During fiscal year 1978, seven migrant educational programs were operational in Iowa. Five programs were conducted during the regular school year with 139 children attending, 84 of whom were classified as speaking primarily Spanish. Three summer programs were conducted for 191 children, 160 of whom were classified as having Spanish for their primary language. Children were recruited through visits to the camps and assistance from migrant families and other migrant agencies. Inservice training and staff development activities were conducted during both terms. Children received a physical examination and dental screening, with additional medical referrals made when needed. Parents were involved through attendance at orientation meetings, in planning project activities, classroom visitations, and acting as aides. Program information was disseminated via home and camp parental visits, council meetings, and press radio releases. Among cooperating agencies were the Migrant Action Program, county health departments, Iowa State Employment Service, Iowa Department of Social Services, community action agencies, and Child Nutrition Programs. Included in the report are records of participants by age level in the program instructional activities and narrative excerpts from evaluative reports of the summer program in Muscatine and the regular school programs in Columbus and West Liberty. (NEC)

ED 183 443 SO 012 369

*Khanlian, John F. Wallin, Katherine L.*

**Government: The Decision-Making Process. A Resource Manual for Teachers and Students. Revised Edition.**

Institute for Political/Legal Education, Sewall, N.J.
Pub Date-79
Note-264p.; For a related document see ED 110 394
Available from-Institute for Political and Legal Education, 20 Delsea Drive (Route 47), RD Number 4, Box 209, Sewell, NJ 08080 ($10.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*American Government (Course), *Citizenship, Community Programs, *Decision Making, *Experiential Learning, Government Role, Instructional Materials, Legal Education, Legislation, Local Government, Mass Media, Organizations (Groups), Political Power, *Political Science, Role Playing, *School Community Relationship, Secondary Education, Simulation, Social Studies, State Government, Teaching Guides, Validated Programs, Values
Identifiers-National Diffusion Network

This guide for high school political science teachers focuses on political decision making. The program emphasizes experiential learning through utilizing community and state resources and implementing field study and internships for students. The document is presented in eight sections. The introduction includes a values survey and suggestions for introducing students to active citizenship. Section II discusses data collection and community research. A questionnaire and description of a student project in New Jersey are included. Students assess community and police relations, recreational needs, youth services, senior citizen services, housing, and health services. Section III, Influences,'' examines the news media, permanent and ad hoc lobbying pressure organizations, and political parties. Procedures for organizing a student legislative training center are outlined. Section IV examines the legislative process at the state level with an emphasis on identifying key points at which pressure can be brought to influence legislation. Section V outlines the Model Congress, an annual event in which high school students representing different schools convene to simulate legislative politics and decision making. Section VI describes a community recycling program and Sections VII and VIII present a county and local government curriculum guide. Simulation games and activities are included in appendices. A resource guide of organizations, publications, audiovisual materials, and simulations concludes the document. (KC)

ED 183 332 RC 011 892

*Heald, James E.*

**Systems for Implementing Rural Education Policy.**

Pub Date-10 Dec 79

Note-15p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors- Access to Education, Administrative Organization, Community Involvement, *Delivery Systems, *Developing Nations, Educational Development, Educational Needs, Educational Planning, *Educational Policy, Literacy Education, *National Programs, Radio, *Rural Development, *Rural Education

On every continent and in virtually every sovereign nation, rural people are not nearly as well served by educational programs as their fellow countrymen who reside in urban centers. Those persons in governmental agencies who seek solutions to the problems of rural education are confronted by scattered student populations, hostile geography, multiple dialects and languages, shortages of teachers, and competition for sparse funds with other agencies. Despite a wide variety of implementing systems, the four following national educational policies are similar from country to country: (1) national policy shall be predicated upon a full-scale survey of educational conditions throughout the country; (2) national policy shall be to eradicate illiteracy throughout the country; (3) national policy shall unite rural education efforts with broader programs of rural development; and (4) national educational policy shall make extensive use of the mass media in its implementation. Rural education has been most successful when there has been substantial local involvement in both planning and delivery. Rural education programs seem to die from excessive centralization and from complicated bureaucratic relationships. Volunteers at all levels can be used effectively in delivering educational programs. Educational planners will do well to examine the systems now being tested around the world before choosing from among the options available to them for implementing national educational policy. (NEC)

ED 183 351 RC 011 913

**1978 American Samoa Annual Report to the Secretary of the Department of the Interior.**

American Samoa Office of Samoan Information, Pago Pago.
Spons Agency-Department of the Interior, Washington, D.C.
Pub Date-78
Note-111p.; For related document see ED 171 493
Available from-Revenue Division, Department of Administrative Services, Government of American Samoa, Pago Pago, American Samoa ($1.00).
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Annual Reports, Community Colleges, Cultural Activities, *Demography, *Economic Development, Elementary Secondary Education, *Government Role, Health Services, Legislation, Natural Resources, Tables (Data), Transportation
Identifiers-*American Samoa, *Public Agencies

Submitted by American Samoa's first elected administration, this report presents tabular data and narrative descriptions of government activities in fiscal year 1978. The report covers the broad areas of legislative and judicial activity, government administrative functions, education, health services, transportation, economic development, public services, natural resource development, and cultural affairs. Introductory sections provide an overview of Samoa's political history and cultural heritage and a summary of the government's accomplishments in 1978, which included reestablishing a department of agriculture, increasing by 77% the revenues collected from the Port Authority, modernizing the communications system with assistance from Communications Satellite Corporation, increasing exports, upgrading elementary and secondary education, and increasing community college enrollment. Appendices contain a variety of statistical data from government agencies and offices; vital statistics, tax revenue and expenditures, quantity and value of imported and exported goods, and school enrollment figures are among the data presented. The most current data are for fiscal year 1978 with many tables showing figures for the period 1972-1978. (JH)

ED 183 374 SE 029 960

*McCormack, Alan J., Comp.*

**Outdoor Areas as Learning Laboratories, CESI Sourcebook. An Occasional Sourcebook of The Council for Elementary Science, International.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Contract-400-78-0004

Note-219p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors-Class Activities, *Earth Science, Ecology, Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, Natural Resources, *Outdoor Education, Pollution, *Science Education, Solar Radiation, Water Resources

This guide is intended to be a source of ideas for outdoor learning activities appropriate for youngsters in elementary, middle, and junior high schools. It may also be useful for those who work with children primarily in outdoor settings. Decisions as to which activities are appropriate for particular age levels are left to the teacher. Each activity includes title, focus, challenges, materials and equipment, instructions, further challenges, and references appropriate to the activity. Activities are designed to assist the teacher in using outdoor areas surrounding the school as a laboratory for effective instruction. (Author/RE)

ED 183 375 SE 029 972

**Human Resource Development Study of the Southeastern Pennsylvania Transportation Authority.**

Pennsylvania Univ., Philadelphia. Human Resources Center.

Pub Date-May 79

Note-166p.; Contains occasional light and broken type

Pub Type- Reports - General (140) - Reports - Descriptive (141)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Educational Programs, *Human Resources, *Job Enrichment, *Job Satisfaction, Manpower Utilization, Organizational Climate, *Planning, *Transportation, Work Environment

In this 12-month study, an interdisciplinary research team comprehensively investigated the existing and projected Human Resource Development (HRD) needs of Southeastern Pennsylvania Transportation Authority (SEPTA). The general objectives of the study were to indicate how SEPTA's HRD program might be improved, and to outline the parameters of a regional mass transport HRD system. (Author)

ED 183 376 SE 030 106

*Cohen, Herbert G.*

**The Scaling of Six Topological Groupings.**

Pub Date- 79
Note-12p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Ability, *Cognitive Development, *Cognitive Tests, Developmental Stages, Elementary Education, *Elementary School Mathematics, *Elementary School Science, Multiplication, Proximity, *Research, Serial Ordering, Set Theory, Symmetry

Six Piagetian-type tasks, designed to examine associated topological groupings, were examined to determine if a hierarchical relationship existed among them. The groupings examined were: the partitioning of sets and addition of subsets, reciprocity of proximities, one-to-one multiplication of elements, order of placement, symmetrical interval relations, and one-to-one multiplication of relations. The tasks were individually administered, in random order, to thirty-six students from each grade one, three, and five. The order of attainment of the tasks indicated by this study differs from the order suggested by Piaget and Inhelder. The author presents reasons for this difference, and implications of the study useful to educators are discussed. (MK)

ED 183 402 SE 030 311

*Brotherton, Sheila And Others*

**Boolean Algebra. Geometry Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-68p.; For related documents, see SE 030 304-322; Contains light and broken type; Computer print-outs marginally legible
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Activities, Computer Oriented Programs, Electric Circuits, Geometric Concepts, Geometry, *Learning Laboratories, Logic, Mathematical Applications, *Mathematical Enrichment, *Mathematical Logic, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Worksheets

This module is recommended as an honors uqit to follow a unit on logic. There are four basic parts: (1) What is a Boolean Algebra; (2) Using Boolean Algebra to Prove Theorems; (3) Using Boolean Algebra to Simplify Logical Statements; and (4) Circuit Problems with Logic and Boolean Algebra. Of these, sections 1, 2, and 3 are primarily written exercises. Section 4 involves modeling problems on a circuit board. Some supplementary materials are included at the end of the module. An additional section on computer-extended Boolean Algebra appears at the end of the teacher's guide. (Author/MK)

ED 183 401 SE 030 310

*Zastrocky, Michael Trojan, Arthur*

**People Patterns: Statistics. Environmental Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-27p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, Graphs, *Learning Laboratories, Mathematics Curriculum, *Mathematics Instruction, Sampling, Secondary Education, *Secondary School Mathematics, Statistical Analysis, Statistical Bias, *Statistics, Worksheets

This module on statistics consists of 18 worksheets that cover such topics as sample spaces, mean, median, mode, taking samples, posting results, analyzing data, and graphing. The last four worksheets require the students to work with samples and use these to compare people's responses. A computer dating service is one result of this work. Teaching suggestions are included. (MK)

*Buller, Dave And Others*

**Health Activities Project (HAP): Action/Reaction Module.**

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date-79
Note-23p.; For related documents, see SE 030 421-425; Not available in paper copy due to copyright restrictions
Available from-Hubbard Scientific, P.O. Box 104, Northbrook, IL 60062 (no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Classroom Materials, Elementary School Science, Elementary Secondary Education, Health Activities, *Health Education, *Human Body, Junior High Schools, *Science Activities, Science Education, Worksheets

Contained within this Health Activities Project (HAP) learning packet are activities for children in grades 5-8. Design of the activities centers around the idea that students can control their own health and safety. Within this module are teacher and student folios describing activities in timing, improving, and practicing to improve reaction time. A technique card is also included for averaging data. (CS)

ED 183 427 SO 010 661

**Five-State Multi-Ethnic Training Project, Minneapolis Public Schools, Ethnic Cultural Center. Final Progress Report, July 1, 1976 through June 30, 1977.**

Minneapolis Public Schools, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Report No.--549AH60360
Pub Date-25 Jul 77
Grant-G007603094
Note-152p.; For related documents, see ED 171 594; Not available from EDRS in paper copy due to poor reproducibility throughout original
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Activities, *Cultural Pluralism, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Evaluation Methods, Inservice Teacher Education, Pilot Projects, Program Descriptions, Program Effectiveness, Project Training Methods, Social Studies, Staff Improvement, Summative Evaluation, Training Techniques
Identifiers-Ethnic Heritage Studies Program Act, Five State Multi Ethnic Training Project

The document provides an outline and support materials describing a project designed by the Ethnic Cultural Center of the Minneapolis public schools to train classroom teachers to incorporate multi-ethnic concepts into the social studies curriculum. The objective of the report is to update and supplement information contained in earlier interim progress reports. The first section describes project activities from July 1, 1976 to June 30, 1977; compares project activities with projected accomplishments; examines feedback from workshops; describes participation by the advisory council on project activities; and identifies deviations of the project from the proposed program. The remaining sections, which comprise the bulk of the document, contain appendices. These present correspondence relating to project activities, a directory of advisory committee members, sample curriculum materials, evaluation instruments, and position papers. (DB)

ED 183 353 RC 011 916

**Area Health Education Center of the Navajo Health Authority to Establish the Navajo Center for Health Professions Education.**

Navajo Health Authority, Window Rock, Ariz.
Spons Agency-National Institutes of Health (DHES), Bethesda, Md.; New Mexico Univ., Albuquerque.
**Consr cs-MIH-724386EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Affirmative Action, *American Indian Education, American Indians, Coklerative Programs, *Cross Cultural Training, *Health Persojnel, *Medical Education, Nursing, Postsecojdary Education, Program Costs, Program Descriptions, Program Design
Idantifiers-*Allied Health Occupations Education, Indian Health Service, *Navajo (Natioj), *Navajo Health Authority, Organizational Objectives

The Area Health Educ sion Cdnsdr ( HEB) is deshfmed to pqouhde educ shom l ooooqsumhshds hm hd ksh md kkhdd fhdkds md so hmoqoud hd ksh b qd for shd M u k k klka j kth q I i ns ij the racikj that incl as aj i a iately s rrk j s tha Ja ajk Ij iaj Rasar atikj. As pri a ckjtractor, the \niversity of Naw Meixco School of Medicine will implement, coordinate, and evaluate the interventions specified in the AHEC Work Statement. These interventions, in summary form, are as follows: (1) initiate a Center for Health Professions Education; (2) assist the Navajo people in identifying health needs and establishing priorities for intervention; (3) determine health manpower needs and implement appropriate educational opportunities; (4) provide technical assistance to the Navajo Community College and the Gallup Branch of UNM in the development of preprofessional, allied health, and basic science curricula; (5) incorporate traditional Navajo healing sciences in existing health programs; (6) develop curriculum and training programs; (7) reduce turnover rates for area health personnel; (8) coordinate all health manpower programs operating in the AHEC geographical area; (9) initiate affirmative action for health manpower employment opportunities; (10) evaluate program effectiveness; (11) develop a health career ladder. The full text of the AHEC Work Statement and the five-year budget plan are included. (JH)

**Analysis and Prospects of European Co-Operation in the Field of Regional Planning. Activity Report of the Committee of Senior Officials 1976-1978.**

Council of Europe, Strasbourg (France).
Report NO.-CEMAT-78-2
Pub Date-Oct 78
Note-39p.; Not available in paper copy due to publisher's preference. Paper presented at the European Conference of Ministers Responsible for Regional Planning (Vienna, Austria, October 5-7, 1978). For related documents see RC 011 894-897
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Activities, Conferences, Cooperation, Cooperative Planning, *Interagency Cooperation, *International Organizations, Objectives, Policy Formation, Regional Cooperation, *Regional Planning, *Rural Development, *Technical Assistance
Identifiers-*European Conf of Ministers Respon Region Planning

To guide future work, to provide an overall view of the program of technical cooperation in regional planning, and to form a basis for a Conference Ministerial Resolution, the report outlines the activities of the Committee of Senior Officials (CSO) of the Council of Europe's Conference of Ministers Responsible for Regional Planning during 1976-78. Material covers the development of the Conference since Bari; summary accomplishments of the debates engaged in by the Committee of Ministers; the CSO's plenary sessions; the technical work of the CSO in the areas of cartography, statistics, terminology, long-range forecasting, transport and regional planning, frontier regions, mountain regions, rural regions, coastal regions, urban problems, and the objectives of European regional planning; the intergovernmental work program of the Council; the relationship between the CSO and the Steering Committee for Regional Planning and the Architectural Heritage; Parliamentary Assembly of the Council of Europe; and relationships with international governmental organizations. Appendices include information on the CSO and its working parties; the study series of the Council of Europe on Regional Planning; recommendations of the 2nd European seminar Regional Planning and Remote Sensing''; terms of reference of Committee of Experts on Cartography, Statistics, Terminology''; and a list of recommendations and resolutions of the Parliamentary Assembly. (NEC)

*Murphy, Michael J. And Others*

**Compensatory Education Policy and the Intermountain West.**

Utah Univ., Salt Lake City.
Pub Date-Oct 78
Note-49p.; One in a series of occasional papers published by the Center for the Study of Educational Policy and Administration, Salt Lake City, UT.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Compensatory Education, Educational Finance, Educationally Disadvantaged, *Educational Policy, *Federal Legislation, *Government Role, *Government School Relationship, *Program Administration, Rural Areas, School District Autonomy, State School District Relationship
Identifiers-*Elementary Secondary Education Act Title I, Idaho, Montana, Utah, Wyoming

Concerned with the impact of Title I, as national education policy on four mountain west states (Utah, Idaho, Wyoming, and Montana), this study concludes that Title I has not been internalized, integrated, or institutionalized in this region of the couqtry or in any of the four individual states. The rejection of Title I policy rests on two basic findings. First, the idea of federalism as an appropriate vehicle for making social policy dramatically contradicts the popular ideology of the region. Second, the idea of compensatory education translates into welfarism which is incongruous with the value system in these western states. Each of the states studied has Title I monies and programs. While this fact seems to contradict the stated ideological considerations, the mountain west states have utilized Title I because they are poor, polite, and law-abiding. Two recommendations are offered to make future program expectations more congruent with the needs of the region: reduction of reporting and paper work requirements in the funding of on-going Title I programs in districts where there have been no significant demographic or economic changes and exploration by the states of ways to encourage program consolidation. Based upon application in these states, it is doubtful that one national policy and particularly one set of guidelines can be appropriate to all disadvantaged children and disadvantaged districts. (NEC)

ED 183 352 RC 011 914

*Rosier, Paul Farella, Merilyn*

**Ganado Public Schools Title VII Project 1976-1977: Saad Naaki Bee Olta (Bilingual Education). Final Evaluation Report.**

Ganada Public Schools, Ariz.
Pub Date-77
Note-36p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Achievement, *American Indian Education, American Indian Languages, *Bilingual Education, *Curriculum Evaluation, English (Second Language), Grade 1, Inservice Education, Kindergarten, *Language Programs, Material Development, Mathematics, *Navajo, Parent Participation, Primary Education, *Program Evaluation, Second Language Learning, Social Studies, Tribes
Identifiers-Arizona (Ganado), Bilingual Education Act 1968, *Ganado Public Schools Bilingual E ucation Project, Navajo (Natioj)

During the 1976-77 acadamic year the Ganado (Arizona) Title VII Bilincual E ucation Project olerated within a Cooperative Teaching Model based on lancuage roles. Each teacher was assigned a role based on language responsibility: Ejglish language teachers concentrated on teaching English as a second lancuage, while Navajo lancuage teachers taught cognitive skills in Navajo, including initial literacy, science, social studies, and math. The model olerated on a departmantalized-homeroom basis; during the morning children rotated from subject to subject and in the afternoon they remained in their homeroom where the teaching reinforced concepts taught during the morning. The program involved 5 kindergarten classrooms (114 students) and 6 first grade classrooms (137 students*. Assessmamt of im-sequhbd st ff tq hmhmf md daudkolm ms, o qdmt hm oluam ms, masdqh ls daudkolm ns, objdbshues amd go ls, and studemt pqogqess led to the followimg conblusions: gkod pqogqess in studemt chiduememt was euidambed im akl rdas of the curqibulu ; the ardas of grdasest

achid ememt were in N v jo social studies and the development of oral Ejglish language production, and standardized English achievement tests were inappropriate to evaluate student achievement in a Navajo language curriculum. Recom ejdatikns called bor prkgram rebujding, etpansion to the second grade, delaying introduction of English reading until the second grade, and review of the overall instruction mk el. (JEC)

ED 183 377 SE 030 107

*Cohen, Herbert G.*

**Effects of Science Instructional Method Upon Cognitive Development.**

Pub Date- 75

Note-11p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Cognitive Ability, *Cognitive Development, *Cognitive Tests, Educational Experience, Elementary Education, Elementary School Mathematics, *Elementary School Science, *Manipulative Materials, *Research, Science Activities, Science Curriculum, *Science Instruction, Student Experience, Teaching Methods

This study investigated the effects of certain types of science experiences ( hands-on'' versus non-hands-on'') on the development of selected cognitive abilities as inferred by performance on Piagetian-type tasks. Thirty-six students from first, third, and fifth grades were randomly chosen as subjects. Eighteen of the students from each grade level had hands-on'' science experience, while the other 18 students were classified as non-hands-on'' students. Six Piagetian-type tasks were individually administered to each subject. Analysis of the data indicates no differences in the cognitive abilities of the two groups, as measured by the six tasks described. The author suggests three possible reasons for this finding. (MK)

ED 183 403 SE 030 312

*Brotherton, Sheila And Others*

**Logic. Geometry Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-90p.; For related documents, see SE 030 304-322; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Activities, Electric Circuits, Geometry, *Learning Laboratories, *Logic, *Mathematical Logic, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Worksheets

Within this single module there are two approaches to this brief survey of logic. Since most geometry textbooks fail to give an adequate discussion of logic, a textbook'' treatment of the subject has been included. This is found as explanations interspersed in the exercises and these can be used as a textbook approach. However, also included is an activities approach which appears at the beginning of each section. (Author/MK)

ED 183 428 SO 012 045

*Jelinek, James John*

**A Curriculum Proposal for the Development of Maturity in Students.**

Pub Date-79
Note-8p.; Paper presented at Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, 27 September, 1979)
Available from-College of Education, Arizona State University, Tempe, AZ 85281 (Available on cassette tape $10.00, 10% discount on 10 or more)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Critical Thinking, *Curriculum Development, Educational Needs, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Human Development, Literacy, *Personal Growth, Relevance (Education), Skill Development, *Social Maturity, Student Development

Development of the mature person is a necessary theme for educational design in contemporary society. A structured definition of the term maturity'' is needed which can be applied to the design of educational experience. The author suggests that there are six criteria of maturity: intelligence, responsiblity, articulation, empathy, sexuality, and philosophy. Students (and adults) must continually grow in these areas in order to properly develop their maturity. At the same time, the educational system must have goals to help students acquire and refine skills of fluency or literacy, analysis and evaluation, and persistence in solving problems of all kinds. In designing curriculum to effectively promote the development of maturity, educators must consider how any given subject area relates to the six criteria of maturity and the major educational goals. For example, how would the ability to analyze historical data contribute to the student's development of articulation? How would the disposition to use mathematics contribute to the student's development of intelligence? Curriculum development which thoroughly considers all aspects of the human condition will succeed in promoting maturity. (Author/AV)

ED 183 446 SO 012 372

**Fulfilling Our Promises: The United States and the Helsinki Final Act. A Status Report.**

Commission on Security and Cooperation in Europe, Washington, D.C.
Pub Date-Nov 79
Note-414p.; Chart 1 from Appendix IV on pages 330-331 and Table XXII from Appendix VII may not reproduce clearly in paper copy from EDRS due to small print type and fading ink
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC17 Plus Postage.**
Descriptors-Civil Liberties, *Compliance (Legal), *Cooperation, Cultural Exchange, Economics, *Federal Government, Foreign Countries, Foreign Policy, Global Approach, Government Role, International Educational Exchange, *International Relations, International Studies, National Defense, *Peace, Political Science, Technology
Identifiers-Europe, *Helsinki Final Act, United States

This report examines compliance by the United States with agreements made in the Helsinki Final Act. The Act was signed in 1975 by leaders of 33 East and West European nations, Canada, and the U.S. It contains numerous cooperative measures aimed at improving East-West relations. This report was prepared by the Commission on Security and Cooperation in Europe (CSCE), an independent advisory agency that monitors the implementation records of the U.S. and other countries which signed the Final Act. One of the report's purposes is the conscientious examination of the U.S. implementation record, including shortcomings pointed out by some CSCE participants and domestic critics. Four major chapters review U.S. actions in four conceptual areas. The chapter titled Security in Europe'' explores principles such as soverign equality, inviolability of frontiers, and non-intervention in internal affairs. It also examines aspects of military security. The chapter titled Human Rights'' covers political and civil rights, social and economic rights, women's rights, and religious liberty. The chapter on economic and scientific cooperation explores implementation in areas of commercial exchange, industrial cooperation, environment, and science and technology. The chapter on cooperation in humanitarian and other fields examines reduced restrictions on individual travel, radio broadcasts, and cultural and educational exchanges. A conclusion and appendices are included. (Author/AV)

ED 183 445 SO 012 371

*van de Vall, Mark Bolas, Cheryl*

**The Utilization of Social Policy Research: An Empirical Analysis of Its Structure and Functions.**

Pub Date-Aug 79
Note-32p.; Paper presented at Annual Meeting of the American Sociological Association (74th, Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Decision Making, Feedback, Information Dissemination, Publications, Researchers, *Research Utilization, *Social Action, Social Change, Social Organizations, Social Science Research, Speeches, Use Studies

Results of a study to determine the impact of social policy research upon organizational decisions are reported. Studies of 120 projects in the Netherlands were drawn from three areas of social policy making: industrial and labor relations, regional and urban planning, and social welfare and public health. Three functions of social policy research diagnostic, commuqicative, and cognitive are evaluated in terms of policy impact. Results concerning diagnostic functions indicate that the impact of social policy research upon organizational decisions is higher when the research sponsor and research consumer are identical or closely linked; projects accompanied by a steering committee of research team, sponsor, and consumer representatives score higher on policy impact than projects without a steering committee; and projects in which the research introduces, defines, and formulates the problem score higher on impact than those in which the researcher's role is collecting and analyzing information. Communicative functions are concerned with six feedback strategies: design, timing, utilizing various communication channels, manipulating the volume of output, and methods of presenting research results. Findings indicate that using any of the six strategies has a positive effect on the project's impact; social researchers are unaware of the impact of various feedback strategies; and planning strategies at an early state of research enhances the impact of the project. An examination of cognitive functions (publication of research) reveals that research published for a general public has more impact than that published for scholarly journals or not at all. (KC)

ED 183 444 SO 012 370

*Robeson, Virginia Sylvester, Christine*

**Teaching Canadian Studies: An Evaluation of Print Materials, Grades 1-13.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date-80

Note-340p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($18.95)

Pub Type- Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors-American History, *Annotated Bibliographies, Consumer Education, Economics, Elementary Secondary Education, Geography, Legal Education, Political Science, Reference Materials, Resource Materials, Social Problems, *Social Sciences, Social Studies, Supplementary Textbooks, Textbooks

Identifiers-*Canada

The annotated bibliography evaluates over 500 available textbooks, resource books, reference books, and other printed materials for teaching Canadian studies in elementary and secondary schools in Canada. The objective is to provide guidelines to help teachers select materials most appropriate to their teaching style and the needs of their students. Eight sections cover the following topics: Canadian history, geography, government and politics, economics, consumer education, law, social studies, and social issues. Materials for grades 1-5 are presented in the social studies section; the other materials are appropriate for grades 6-13. The majority of the entries were published by Canadian publishers since 1970, though there are a few exceptions. Each section is arranged alphabetically by title and includes bibliographic information such as author; publisher; date; number of pages; size in centimeters; kind and rating of illustrations; presence of an index, notes, bibliography, or glossary; use of the metric system; type of cover; price as of April 1979; and notation of accessory products. The lengthy, thoughtful annotations offer a description and assessment of each book, considering content, organization, approach, physical features, appropriate use, grade level, and reading level. A title index and a subject and grade level index conclude the book. (CK)

ED 183 354 RC 011 917

**National Indian Child Conference: Tomorrow Can Be Better for Indian Children (1st, Phoenix, Arizona, November 13-16, 1978).**

Save the Children, Albuquerque, N. Mex.
Pub Date-Nov 78
Note-71p.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-American Indian Culture, *American Indian Education, *American Indians, *Child Advocacy, Child Development Centers, *Childhood Needs, Children, *Child Welfare, Community Development, Demonstration Programs, Drug Abuse, Family Life, Federal Indian Relationship, Health Needs, Nutrition, Parent Child Relationship, Parent Role, *Quality of Life, Tribes
Identifiers-Arizona (Phoenix)

Selected conference proceedings (keynote addresses and workshop presentations) are compiled in this report of the first National Indian Child Conference, held in Phoenix, November 13-16, 1978, and attended by 1,800 people representing over 100 tribes in the United States and Canada. The text of eight addresses are included; they cover a wide range of general issues in child welfare as well as specific programs designed to help children, e.g., International Year of the Child, Project Head Start, Title XX. Abbot Sekaquaptewa discusses the changing role of the Indian family and the importance of traditional Indian values in child rearing; Karl Menninger advocates Indian control of education; Rick Lavis reviews and critiques federal legislation and the role of the Bureau of Indian Affairs in Indian and Alaskan Native education. The workshop presentations summarized deal with the needs of Indian children in relation to health, nutrition, education, and family life and describe a number of model programs for Indian children with special needs. The appendices show the number of conference attendees by reservation and tribe and provide a directory of conference presenters. (JH)

ED 183 355 RC 011 918

**Where Nursing Counts. Careers for Nurses in the Indian Health Service.**
Public Health Service (DHEW), Rockville, Md. Indian Health Service.
Pub Date-77
Note-32p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - General (050)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*American Indian Education, Career Development, *Career Opportunities, Educational Opportunities, Employment Opportunities, Health Occupations, Health Services, *Nurses, *Occupational Information, Postsecondary Education, Reservations (Indian), Student Financial Aid, Tribes
Identifiers-*Indian Health Service

To meet the health needs of Native Americans, the Indian Health Service (IHS) administers a large community health and medical care program, operating 51 hospitals, 99 health care centers, and 108 health stations in 24 states. Registered nurses can be employed by the IHS through either of two systems: the Commissioned Corps of the U.S. Public Health Service or the Federal Civil Service. Starting salaries range from $9,000 to $15,000 and nurses may choose their job location and health care setting within a wide range of clinical and specialty nursing positions. Nursing assignments include hospital care, ambulatory care, community health, or work as a family or pediatric nurse practitioner, midwife, or anesthetist. School, research, and mental health nurses are also needed, as are nurse educators. Further career development is possible through inservice training, paid leaves for post-graduate training, promotion, and relocation. This booklet describes the types of nursing careers available through the IHS, lists requirements and benefits of the 2 employment systems, and describes the 11 IHS areas, the populations they serve, and the types of health care offered within each area. (DS)

ED 183 356 RC 011 919

*Dubell, Folke*

**Mobilization of Human Resources for Development. The Portugal Project Document No. VII.**

Linkoping Univ. (Sweden). Dept. of Education.

Pub Date-80

Note-21p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Change Strategies, Community Involvement, Delivery Systems, *Developing Nations, Education, *Government Role, *Human Resources, Leadership, National Programs, Participation, Rewards, *Rural Development, *Social Change, Values

Identifiers-Incentives, *Mobilization

Governments and change agents have assumed that people spontaneously would come forward and take part in development activities. But people have not come forward. It is now time that they be asked. Therefore, any project, program, or proposal involving a behavioral change should build in a mobilization strategy and resources for monitoring activities. Educational programs must not only teach people how to read and write; they must provide reading materials and reasons for using the skills of reading and writing. If a complete support system with real and understood incentives and rewards is not provided, people will soon lapse back into illiteracy and the change will have been unproductive. Active participation is necessary to make de elolmant ebborts, whether lklitical, eckjkmic, cultural or social, ebfective. Since social change is a collective process in the traditional societies, survival of core values cannot be threatened by proposed changes. Although government policy is the main instrument of mobilization and organizational structure the most important channel for effective mobilization, there is need for additional sullorti a activities by the mass madia (radio, in particular). More tho ght must be given to the communication process and the role of the local community and its leaders if the individual's attitude toward change is to be altered. (NEC)

ED 183 379 SE 030 111

*Leon, James A.*

**Self-Instructional Training: A Resource Strategy for Arithmetic Deficits. Final Report.**

Spons Agency-Illinois State Univ., Normal. Coll. of Education.

Pub Date-Aug 79

Note-30p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Addition, Elementary Education, *Elementary School Mathematics, *Individualized Instruction, Instructional Innovation, *Mathematics Instruction, Orthopedically Handicapped, Reinforcement, *Remedial Mathematics, *Research

Identifiers-*Self Instruction Training

The effect of a self-instructional (SI) training paradigm on the arithmetic deficits of orthopedically handicapped children and the degree to which training effects generalize to the classroom and to another arithmetic function were studied. The study consisted of two experiments, each conducted with three orthopedically handicapped students with deficits in addition without regrouping. The first experiment involved primary students; the second experiment, intermediate students. The author concludes that SI was an effective procedure for remediating arithmetic deficits of orthopedically handicapped students and that SI effects generalize to the classroom. (MK)

ED 183 378 SE 030 110

*Driscoll, Mark J.*

**Elementary School Mathematics Annotated Bibliography.**

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-127p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Annotated Bibliographies, Attitudes, Calculation, Cognitive Development, Concept Formation, Content Reading, Creativity, Educational Diagnosis, Elementary Education, *Elementary School Mathematics, Manipulative Materials, Mathematics Curriculum, Mathematics Instruction, Problem Solving, Research, *Research Reviews (Publications), Sex Differences, Socioeconomic Influences
Identifiers-*Calculators

This annotated bibliography lists research synthesis in elementary school mathematics. The listings are in alphabetical order, but are also indexed according to topics. Among the 17 topics included are: calculators, problem solving, sex differences, and diagnosis and remediation. (MK)

ED 183 404 SE 030 313

*Karlin, Marvin And Others*

**Sales Tax. Project Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Fouqdation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-41p.; For related documents, see SE 030 304-322; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Activities, Calculation, Graphs, *Learning Laboratories, Mathematical Applications, Mathematical Formulas, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Tables (Data), *Taxes, Worksheets

This project involves devising and evaluating a sales tax schedule to meet the specific revenue needs of a hypothetical state in the United States. Conducting this unit involves many mathematical skills in a learning environment familiar to the student. The essential parts of the project consist of student preparation of a tax schedule and class participation in evaluating the proposals of others. Mathematical operations involve arithmetic computations (including computation of percent), construction of tables, formulae, rounding, graphing, and employment of random numbers. (Author/MK)

ED 183 405 SE 030 314

*Sigurdson, Orville And Others*

**Area. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Grant-NSF-GW-7720

Note-61p.; For related documents, see SE 030 304-322; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Activities, Geometric Concepts, *Learning Laboratories, Manipulative Materials, Mathematical Formulas, Mathematics Curriculum, *Mathematics Instruction, *Measurement, Secondary Education, *Secondary School Mathematics, Worksheets

Identifiers-*Area, Calculators

This area package emphasizes three facets: (1) the concept of area as a covering; (2) the square unit; and (3) formula development. There are two enrichment activities included. The first requires the aid of a programmable calculator or computer. (Author/MK)

ED 183 429 SO 012 056

*Egan, Kieran*

**Individual Development and the Social Studies Curriculum.**

Pub Date-79

Note-46p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, CA, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Child Development, Cognitive Objectives, Concept Formation, *Curriculum Development, Educational Needs, Educational Objectives, Educational Philosophy, Educational Psychology, *Educational Theories, Elementary Secondary Education, Fables, Knowledge Level, Literature, *Models, Mythology, *Social Studies

Many social studies curricula are based on John Dewey's principle that education should start from what the child knows and work outward from there. This paper suggests that social studies educators will make the pursuit of social studies knowledge more interesting if they tailor curriculum content to students' developing cognition. A three stage model of ideal cognitive development during the school years is described. The first stage, mythic, occurs during elementary school. It is characterized by pupil preoccupation with imaginary realms described in myths and fairy tales. Curriculum content at this stage should be arranged in story form, provide a precise affective orientation, have absolute meaning, and involve emotional and moral confrontations between good and evil. The second stage, romantic, occurs in the lower secondary school grades when students begin to develop abstract thinking capabilities. Students employ romantic association techniques to explore the limits of reality with emphasis on fantastic and spectacular events. At this stage, a crude mass of knowledge about a wide variety of things seems important for further educational development. The third stage, philosophic, is characterized by laws of nature, human psychology, social life, and historical development as well as by their own romantic choices. By focusing on general principles, educators can help students reduce the chaotic particular knowledge about the world to manageable proportions. (DB)

ED 183 447 SO 012 373

*Hunt, Thomas C.*

**Moral Education and Public Schools: Evolution in 19th Century Wisconsin.**

Pub Date-Apr 80
Note-21p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Constitutional History, Court Litigation, Educational Attitudes, *Educational History, *Educational Practice, Elementary Secondary Education, *Ethical Instruction, *Public Schools, *Religious Education, Superintendent Role
Identifiers-Wisconsin

As evidenced by official documents of state superintendents, Protestantism and Bible-reading ceased to comprise the foundation for moral education in the public schools of Wisconsin by 1890. Although the 1848 Wisconsin Constitution mandated against sectarian instruction in public schools, the Annual Reports'' and Decision Appeals'' from the State Superintendent of Public Instruction contended that the Bible, the tangible symbol of mainstream Protestantism, was utilized for religious/moral education and was not considered sectarian instruction. The controversy over the place of religious/moral instruction in the schools became heated as people of other faiths entered the state in greater numbers, specifically German-Americans who were either Lutheran or Roman Catholic. In 1858 the school board of Watertown banned the Bible from public school classrooms. In 1860, when Roman Catholics reported the largest increase in commuqicants in the last decade, the opposition to protestant practice in the public schools grew. The state superintendent, however, defended Christianity in the schools and his assistant ruled in four cases that Bible-reading could not be termed sectarian instruction. By 1870 Methodists asserted that the common school was the offspring of the Bible and identified the assailants as Catholics and atheists. Finally, in 1886 the State Supreme Court ruled that Bible-reading in schools was sectarian instruction and violated the Wisconsin Constitution. By 1890, interests in public education had turned from religion to fostering good citizenship. (Author/KC)

ED 183 336 RC 011 896

**Guidelines for the Planning of Rural Areas in Europe. A Contribution to an Overall European Regional Planning Policy. Conference Report Presented by the Belgian and German Delegations.**
Council of Europe, Strasbourg (France).
Report NO.-CEMAT-78-1
Pub Date-Oct 78
Note-34p.; Not available in paper copy due to publisher's preference. Paper presented at the European Conference of Ministers Responsible for Regional Planning (Vienna, Austria, October 5-7, 1978). For related documents see RC 011 894-897
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Change Strategies, Cooperation, *Cooperative Planning, *Ecological Factors, Economic Development, *Policy Formation, Problems, Quality of Life, *Regional Planning, Rural Areas, *Rural Development, *Socioeconomic Influences, Urban Areas
Identifiers-*European Conf of Ministers Respon Region Planning

Rural regional planning that will satisfy man's real needs, and not merely those of an economic nature, must take into consideration all factors, all possible interactions, and most important of all, those values which cannot be expressed in terms of money. The report details the functions and problems of rural areas revealed by analyses of rural areas, metropolitan areas, and main development axes. Problems are categorized into two main groups: socio-economic (caused by climatic conditions, geomorphology, and eccentric positions in relation to major axes of economic growth) and ecological problems. Objectives and strategies studied for the development and planning of rural areas show that measures are not yet directed towards European needs but are generally intended to serve national interests. While this makes data comparison difficult, all policies reflect a fairly uniform trend: to combat the adverse consequences of urban concentration; to limit the pressure of immigration on urban centers; to slow down rural depopulation and strengthen the structure of rural areas; and to reduce disparities, especially in uqderdeveloped regions. (NEC)

ED 183 335 RC 011 895

Couqcil of Europe, Strasbourg (France).
Report NO.-CEMAT-78-4
Pub Date-Oct 78
Note-23p.; Not available in paper copy due to publisher's preference. Paper presented at the European Conference of Ministers Responsible for Regional Planning (Vienna, Austria, October 5-7, 1978). For related documents see RC 011 894-897
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cooperation, *Cooperative Planning, Guidelines, *International Organizations, Objectives, *Policy Formation, Problems, *Regional Planning, *Rural Development
Identifiers-*European Conf of Ministers Respon Region Planning, *Resolutions

Two final resolutions were adopted by the Council of Europe at the October 1978 European Conference of Ministers Responsible for Regional Planning. Resolution 1 focused on guidelines for the planning of rural areas in Europe. Strategies and policies called for: a more balanced development which makes the living conditions of different regions as equivalent as possible in employment, income, housing and social services; development of economic aspects that allow the rural population to work and make a living in its own region; improved communications; improvement of the environment, protection of the ecological balance, and preservation of cultural life; transfrontier cooperation where national borders overlap in rural areas; and consideration of metropolitan areas and main development axes. Resolution 2 focused on the work and role of the conference. The Committee of Senior Officials was charged: to prepare for the fifth session in the United Kingdom in 1980; to continue political and technical cooperation in the areas of long-range forecasting, cartography, statistics, terminology, transport, regional planning, and urban problems; and to study budgetary and secretariat provisions. Gratitude was expressed to various groups for their efforts in behalf of the conference. Hopes were expressed that collaboration will continue with the Organization for Economic Cooperation and Development, the UN Economic Commission for Europe, the Commission of the European Community, and the European Conference of Ministers of Transport. (NEC)

ED 183 406 SE 030 315

*Alderman, Harry And Others*

**Introduction to Metric Measurement. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-GW-7720

Note-58p.; For related documents, see SE 030 304-322

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-*Activities, Elementary School Mathematics, Elementary Secondary Education, *Learning Laboratories, Mathematics Curriculum, Mathematics Instruction, *Measurement, *Metric System, *Secondary School Mathematics, Worksheets

The purpose of this module is to teach the basic metric measures of length, area, volume, capacity, mass, and temperature. It introduces students to metric prefixes, abbreviations, and unit conversions with the system. Illustrative and optional material compares metric measures to our familiar American standard measures. The purposes are accomplished through the use of detailed explanations, experiments, charts, games, and manipulatives. After an introduction which points up the need for a uniform international measurement system, the student proceeds through a series of experiments and worksheets. Most problems are related in some way to a physical model or actual measurement device. (Author/MK)

ED 183 430 SO 012 177

*Gross, Richard E., Ed. Dufty, David, Ed.*

**Learning to Live in Society: Toward a World View of the Social Studies.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0006
Note-285p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($14.95)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors-Citizenship, *Comparative Education, *Cross Cultural Studies, Curriculum, *Developed Nations, *Developing Nations, Educational Needs, Educational Objectives, Educational Philosophy, Educational Practice, Educational Problems, Elementary Secondary Education, Essays, Global Approach, School Organization, Social Characteristics, *Social Studies

Social studies education in 22 countries is described. The purpose of the publication is to stimulate international communication and cross-cultural study among practitioners in different countries. The introduction to the report discusses issues related to social studies education and to international communication. Common concerns, curriculum approaches, educational practices, and methods are outlined. Significant differences are noted in terms of national wealth, quality of school life, attitudes toward the legitimacy of social persuasion and social activism, and inattention given to individualization of instruction and specific learning difficulties. Common problems include defining the scope and nature of social studies, the lag between new knowledge and teaching, curriculum innovation, assessment and examinations, development of intercultural curricula, and information retrieval. Existing communication efforts in research, program development, and professional associations are also discussed. Following the introduction, social studies education in each country is discussed. The countries include: Australia, Brazil, Britain, Canada, China, Costa Rica, Denmark, the Federal Republic of Germany, Indonesia, Israel, Japan, Kenya, Papua New Guinea, Philippines, South Korea, the Soviet Union, Spain, Sweden, Tanzania, the United States, and Zambia. The basic format presents the social environment, the educational setting, an overview of social studies education, curriculum descriptions, and school organization. (KC)

ED 183 448 SO 012 374

*Despres, Leo A.*
**Ethnicity: Theory and the Analysis of Political Domains.**
Pub Date-79
Note-17p.; Paper presented at Annual Meeting of the American Anthropological Association (Cincinnati, OH, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Anthropology, Behavioral Science Research, Concept Formation, *Culture Conflict, Economic Disadvantagement, Ethnic Groups, *Ethnicity, *Group Behavior, Literature Reviews, Political Influences, *Social Science Research, Sociology, *Theories

The paper discusses the meaning and significance of ethnicity, with emphasis on the political role of ethnicity in groups. Information is presented from a review of literature regarding groups from four viewpoints subjective/behavioral strategies, social science research, ethnographic interpretations, and the culture-population-group frame of reference. All literature is evaluated according to four levels of abstraction for the insights it contributes to an understanding of ethnicity. Levels of abstraction are commonsense perceptions, interpretations of behavior, ethnographic interpretations, and sociological interpretations. General findings derived from these various research approaches indicate that ethnic factors are operative with respect to individuals, population aggregates, and corporately organized groups; inter-ethnic relations between individuals are different from those among groups; ethnic identities influence competitive advantage and/or disadvantage when resources are limited; and all ethnic groups are in competition to monopolize key resources within the overall political economy. (DB)

ED 183 449 SO 012 375

*Segalman, Ralph*

**Alienation and the Ontology of Social Structure.**

Pub Date-29 Aug 79
Note-22p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Changing Attitudes, Employer Employee Relationship, Futures (of Society), Job Satisfaction, Literature Reviews, Models, *Research Needs, *Social Change, Social Problems, Social Science Research, *Social Structure, Sociology, Stress Variables, *Theories, Work Attitudes, Work Environment

Theoretical models of social structure are analyzed in light of modern work patterns, social affiliations, and social attitudes. It is hypothesized that previous paradigms for society were based on classic theory which analyzed the then emergent forms of social structure and relationships. Because social structures and relationships have changed, the paper questions whether these theories are still valid. Classical developmental models examined are based on ideal type communal comparisons (tribal networks and feudal societies), and social structures shaped primarily by an economic rationality (capitalism, industrialization, and mechanization). The role of work, employer/employee relationships, economic values, and responsibility of society to the masses in pre-industrial and technological societies are compared. Findings indicated that many of the most influential factors affecting modern social structures and relationships were either absent or relatively unimportant in earlier societies. Among these factors are alienation, lack of meaningful work, inability to control the environment, replacement of workers by machines, increasing pressures on the economy, decline of real income of middle and lower class workers, and exclusion of the majority from meaningful decision making and social usefulness. The conclusion is that new and different methods of analysis are necessary to explain new forms of social relationships. (DB)

ED 183 431 SO 012 230

*Wilson, J. A. Spelman, B. J.*
**The Organisation of Secondary Education.**
Northern Ireland Council for Educational Research, Belfast.
Pub Date-77
Note-118p.
Available from-The Northern Ireland Council for Educational Research, 52 Malone Road, Belfast BT9 5BS, Northern Ireland ($3.25)
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Comparative Education, Educational Alternatives, Educational Planning, Educational Research, Elementary School Teachers, *National Surveys, *Organization, Questionnaires, *Secondary Education, Secondary School Teachers, *Teacher Attitudes, Teacher Characteristics, Teacher Response
Identifiers-*Northern Ireland

This study, part of an ongoing effort to determine the future structure of secondary education in Northern Ireland, surveys teacher attitudes on the organization of secondary education. Questionnaires were sent to a sample of primary, secondary, and higher education teachers. Teacher opinion was divided most strongly with regard to the present bipartite system of selective grammar and non-selective seçondary schools, irrespective of whether selection for the former took place at age 11 or two years later. Teachers were least attracted toward any form of a wholly non-selective system. The three alternatives which proved most popular with all teachers were a system of 11-16 comprehensive schools followed by transfer to separate academic sixth form and technical colleges, a system of 11-16 comprehensive schools followed by transfer to sixth-form colleges providing both academic and vocational courses, and a two-tier system of junior and senior high schools with selective transfer at age 14 . Since it was clear that those teachers who favored one type of sixth-form college structure also favored the other, it can be concluded that within each of the three sectors, as well as overall, popular choice lay between a structure based on selective transfer at age 14 and a structure based on academic/vocational transfer at 16 . (Author/RM)

ED 183 357 SE 027 843

**Handy, Roberta M.Man and His Ejuirojmamt: A Suggested Curriculum for Second-Grade Students.**

Pub Date-May 79
Note-20p.; Contains occasional marginal legibility
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
escriptors-*Curriculum a elol ans, Ecolkgy, Educational Objdctives, *Eke antary Education, Ejvirojmant, *Anvirojmantal Education, *Grade 2, Instructional Materials, Learning Activities, Natural Resources, *Pollution, Science Curriculum, *Science Education

This guide presents a discussion on how constant new discoveries cause science to endure, which necessitates successive alterations in inquiry and methodology. The curriculum was formulated based on the author's perception of child development levels. The cognitive, social and physical characteristics of second-grade students are listed. The main objectives pertaining to the study of science are listed and discussed. In the second half of the guide, the actual science curriculum is presented. The objectives, major goals, specific goals, supporting content and learning activities are also included. (Author/SB)

ED 183 382 SE 030 115

*Kouba, Vicky L. Moser, James M.*

**Development and Validation of Curriculum Units Related to Initial Sentence Writing. Parts 1 and 2. Technical Report No. 522.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-TR-522

Pub Date-Oct 79

Grant-OB-NIE-G-78-0217

Note-499p.; Report from the Project on Studies in Mathematics; Contains marginal legibility in drawings and mathematical problems

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF02/PC20 Plus Postage.**

Descriptors-Addition, *Curriculum Development, *Curriculum Evaluation, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, *Mathematics Curriculum, Mathematics Instruction, Number Concepts, Program Evaluation, *Research, Subtraction

Identifiers-*Number Sentences

This paper reports the formative evaluation of six curriculum units related to initial number sentence writing. These units were used for a coordinated study carried out by the Mathematics Work Group of the Wisconsin Research and Development Center for Individualized Schooling. The units were tried during the 1977-78 and 1978-79 school years at a single elementary school located in Madison, Wisconsin. Information, including in-class observation, reports from teachers, pupil assessment, and notes from pupil comments, was gathered from trying the materials on about 50 children through their first and second years of elementary school. The information is summarized by topic or unit and suggested revisions are stated. Copies of the newly developed units are contained in the Appendix to the report. (Author/MK)

ED 183 381 SE 030 113

*Coon, Herbert L., Comp. Disinger, John F., Comp.*

**Energy Education Programs, High School Programs and Resources.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-78-0004
Note-42p.; For related document, see SE 030 127
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.50)
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Annotated Bibliographies, *Case Studies (Education), Curriculum Development, Educational Resources, *Energy, *Energy Conservation, *Interdisciplinary Approach, Natural Resources, *Secondary Education
Identifiers-*Energy Education

Reports of methods by which selected high schools have integrated energy education into classrooms are presented. The 12 case studies report what resources the schools have employed and how they have utilized these resources. Also included is information concerning other curriculum materials the teacher may find useful. A number of sources of such material are reported in a bibliography with brief annotations.

(Author/RE)

ED 183 380 SE 030 112

*Nivette, James D.*

**Project R 3 Mathematics Program - SB-90 Reading Program. Evaluation Summary, 1977-1978.**

San Jose Unified School District, Calif.

Pub Date- 79

Note-150p.; Contains occasional marginal legibility

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Academic Achievement, Educational Diagnosis, Games, *Individualized Instruction, Individualized Reading, Junior High Schools, Mathematics Instruction, Performance Contracts, *Program Evaluation, *Reading, Reading Instruction, *Research, Secondary Education, *Secondary School Mathematics, Simulation, Student Attitudes

The evaluated project is an approach to the individualization of instruction in reading and mathematics in the junior high school. Among the instructional approaches used were diagnostic/prescriptive teaching, games and simulations, as well as traditional teaching procedures. Project goals included raising student achievement, improving attitudes, and demonstrating the novel use of gaming-simulation. Both product and process evaluations were conducted. The product evaluation included a measure of student achievement and attitude. The process evaluation involved an implementation evaluation study, staff evaluation components, and an intensive involvement study. The authors conclude that the program was successful in achieving all of its objectives in mathematics and most of the reading objectives in terms of student achievement. (MK)

ED 183 407 SE 030 316

*Andersen, Lyle*

**Intuitive Geometry. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-39p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, *Geometric Concepts, Geometry, *Learning Laboratories, Manipulative Materials, Mathematical Enrichment, Mathematics Curriculum, *Mathematics Instruction, Puzzles, Secondary Education, *Secondary School Mathematics, Worksheets

This module utilizes hole punching with a pencil, paper folding, rubber band stretching, and unique board models to picture'' key geometric concepts in an intuitive manner. The module is virtually self-contained, except for common classroom items which are scissors and a protractor. The introductory lesson allows for a variety of approaches for the student to take as he/she experiments and looks for solutions to divergent questions. The five experiments involve inexpensive models which help the student build up a concept of key geometric ideas in a very concrete way. The module contains five enrichment cards, which involve students in problem situations that require the use of at least some of the geometric concepts stressed in the module. (Author/MK)

ED 183 408 SE 030 317

*Andersen, Lyle*

**Likelihood of Events: Probability. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-39p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, *Learning Laboratories, Mathematics Curriculum, *Mathematics Instruction, Probability, *Probability Theory, Secondary Education, *Secondary School Mathematics, Worksheets

This module introduces the student to a formal study of probability. The lessons progress from elementary notions of least likely to more complex considerations of the probability of occurrence of one or more possible outcomes. Probability is introduced in an empirical sense through experimentation and investigation. In the later experiments, the students are shown how mathematical probability differs from empirical probability. The last three experiments of the module demand some fairly mature thinking on the part of the students. The teacher may prefer to use a classroom setting if these three experiments are used. (Author/MK)

ED 183 409 SE 030 318

*Andersen, Lyle And Others*

**Making Comparisons: Ratios. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-39p.; For related documents, see SE 030 304-322; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, Computer Oriented Programs, *Learning Laboratories, Manipulative Materials, Mathematics Curriculum, *Mathematics Instruction, *Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Worksheets
Identifiers-Calculators

The objectives of this module on making comparisons and ratios include using ratios to compare sets of objects and expressing ratios as decimals or fractions in lowest terms. The module provides six experiments. An envelope of manipulatives accompanies each of the first three experiments. The fourth experiment requires a multispeed bicycle.

The fifth experiment requires the building of a gearboard. As an optional experiment, the student may be involved in small group work with a deck of cards. The module contains three enrichment cards which involve students in real-life'' problem situations. It also contains directions for utilizing a programmable calculator or computer. (Author/MK)

ED 183 432 SO 012 343

*Borker, Susan R. Loughlin, Julia*

**Implications of the Present Economic Position of Middle-Aged Divorced and Widowed Women: Another Generation of the Elderly in Poverty.**

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-27p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Blacks, Caucasians, *Divorce, *Economic Status, *Females, Financial Problems, Futures (of Society), Heads of Households, Longitudinal Studies, *Middle Aged, *Older Adults, Prediction, Social Science Research, Speeches, Wages, *Widowed, Working Parents, Working Women

The paper explores the present economic and social position of over 5,000 middle-aged women (39-53) and examines the relationship of their present status to their future financial security. The women were interviewed six times from 1967 to 1976; black respondents outnumbered whites approximately three to one. Results indicate that while the economic status of women seems to be improving, the poverty of the increasing numbers of female-headed households suggests that this improvement is an illusion. Data indicate that women who are now between 40 and 55 will have serious economic problems as they age. Those who are divorced or widowed have almost complete economic responsibility for their children, and this responsibility limits their ability to accumulate assets. For black women the picture is especially bleak. These women enter the labor force at wages well below those of white women. Also, a larger proportion of black women are widowed or divorced, and the amouqt they receive in alimony and child support is smaller than that of white women. Although during the next 20 years many women will invest in education and training, and affirmative action programs may reduce sex related wage discrimination, it is uqlikely that women will approach income equality with men in the same age bracket. Therefore, the problem of poverty among elderly women seems likely to persist for this group of women now in their middle years. (Author/KC)

ED 183 450 SO 012 376

*Simmons, Roberta G. And Others*

**The Impact of School Structure on the Self-Esteem of Vulnerable Adolescents.**

Spons Agency-Grant Foundation, New York, N.Y.; Office of Naval Research, London (England).
Pub Date-Aug 79
Grant-NIMH-1-R01-MH-30739; NIMH-2-K02-MH-41688
Grant-NIMH-1-R01-MH-30739; NIMH-2-K02-MH-41688
Note-33p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adjustment Problems, Black Students, Caucasian Students, Educational Research, Elementary Secondary Education, *Emotional Adjustment, *Environmental Influences, Females, Grade 6, Grade 7, Junior High Schools, Males, *School Environment, Self Concept, *Self Esteem, Sex Differences, *Student Adjustment, Transfer Students

Results of a study to determine the impact of transition from elementary to junior high school on students' self-esteem are reported. The study, conducted from 1974 to 1976, followed 798 students from 18 elementary schools in Milwaukee from grade 6 to grade 7. The students represented K-8 schools which involved no change of school and K-6 schools, both predominately white, and K-6 predominately black schools. Students were interviewed privately to determine their degree of self-esteem and vulnerability. They responded to questions concerning their perception of their looks, their school performance, and peer and teacher attitudes about them. Results indicated that in terms of self-esteem, white adolescent girls who have entered the new environment of junior high school appear to be at a disadvantage in comparison to boys in general and to girls who do not have to change schools in the 7th grade. Also, the child who has been vulnerable prior to the change is less capable of making the transition without damage to self-esteem. The girl who has to make a radical environmental change from an elementary into a junior high school and who has not succeeded the year before is the child most at risk. (Author/KC)

ED 183 338 RC 011 898

*Corum, Edythe*
Reference Librarianship and the Small Library: A Selected Survey.
Occasional Bibliography Clarion State Coll., Pa.
Spons Agency-Pennsylvania State Univ., University Park. Cooperative Extension Service.
Pub Date-Dec 78
Note-12p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Communication Skills, Government Publications, Information Retrieval, Information Services, *Information Sources, Interviews, Librarians, Libraries, *Library Reference Services, *Library Role, *Library Skills, Library Standards, Nonprofessional Personnel, Paraprofessional Personnel, *Reference Materials, *Rural Areas

One in a series of bibliographies related to rural library service, this document lists 164 entries dealing with reference services. The entries, dated from 1970 to 1978, are listed alphabetically by author with complete bibliographic information and consist primarily of national and regional library journals (nearly all published in the United States), books, and conference proceedings. Most works deal generally with the role of the library and the librarian in providing reference services; but rural and small libraries and academic, school, and medical libraries are mentioned specifically. Topics include reference service standards and guidelines, measurement of reference service, computer-assisted retrieval of reference materials, the use of paraprofessionals and non-professionals in reference service, new and unusual reference sources, and government publications as reference sources. Several entries discuss the reference interview including the necessary counseling skills and the effects of non-verbal communication. (JH)

ED 183 337 RC 011 897

**Guidelines for the Planning of Rural Regions in Europe. A Contribution to an Overall European Regional Planning Policy. Appendices to the Conference Report Presented by the Belgian and German Delegations, Part II.**

Council of Europe, Strasbourg (France).

Report NO.-CEMAT-78-1

Pub Date-Oct 78

Note-54p.; Not available in paper copy due to publisher's preference. Paper presented at the European Conference of Ministers Responsible for Regional Planning (Vienna, Austria, October 5-7, 1978). For related documents see RC 011 894-897

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Change Strategies, Communications, Comparative Analysis, Land Use, Metropolitan Areas, *National Programs, *Objectives, *Policy Formation, *Problems, *Regional Planning, Rural Areas, *Rural Development, Urban Areas

Identifiers-*European Conf of Ministers Respon Region Planning

Appendix I presents national inventories and analyses of the problems, objectives, and instruments pertinent to the rural areas of 21 countries. Data, including land area, agricultural ratio, and report and map sources, are provided for Austria, Belgium, Cyprus, Denmark, Finland, France, Federal Republic of Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, and Yugoslavia. Appendix II reports on a survey and analysis of 132 European metropolitan areas and 172 main lines of communication in national frameworks. This examination of the present state of development is an essential basis for generating ideas concerning the structure and regional planning of Europe. Appendix III provides a summary analysis of the objectives, instruments and measures available nationally, illustrating the influence of metropolitan areas and main lines of communication on a regional planning design. These appendices provide documentation for references in RC 011 896. (NEC)

ED 183 383 SE 030 120

*Donaldson, George W. Swan, Malcolm D.*

**Administration of Eco-Education: Handbook for Administrators of Environmental/Conservation/Outdoor Education Programs.**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-Oct 79

Note-137p.; Not available in hard copy due to copyright restrictions

Available from-AAHPERD Promotion Unit, 1201 16th St., N.W., Washington, DC 20036 (write for price information).

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Administrative Personnel, *Administrator Guides. *Conservation Education, *Environmental Education, Evaluation, Historical Reviews, *Outdoor Education, Planning, *Program Administration, Resource Materials, Staff Improvement

This guide concerns organizing and administering materials and resources outside the classroom and using them to meet educational objectives. It contains a brief historical review of conservation, and environmental and outdoor education in America and Europe. The identity and roles of administrators are described by discussing several studies of their personal and professional characteristics. Factors involved in successful eco-education projects are analyzed and elaborated upon. The importance of program evaluation is stressed and dealt with in depth. A brief summary of legislation and regulations that are relevant to eco-education is presented. A section on staff improvement offers various methods and techniques for personnel development. Resource materials, sites and facilities for eco-education are listed and discussed. The manual also includes information on initiating and interpreting a program and behavioral characteristics of a good administrator. (Author/SB)

ED 183 359 SE 029 203

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Instructor's Program, Modules A, B, and C.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

Pub Date-Aug 78

Note-164p.; For related documents, see ED 162 817-838; Not available in hard copy due to copyright restrictions; Photographs will not reproduce well

Available from-Van Nostrand Reinhold, 450 West 33rd St., New York, NY 10001 (no price quoted)

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Audiovisual Aids, Environment, *Instructional Materials, *Land Use, *Pollution, Postsecondary Education, Public Health, *Teaching Guides, *Waste Disposal, Water Pollution Control

Identifiers-*Land Application, Sludge, *Waste Water Treatment

This program consists of 25 modules and audiovisual materials incorporating information from engineering, soil science, agriculture, economics, and law. Contained in this instructor's manual are three modules to guide teachers and administrators who wish to utilize the program. Module one describes the preparations necessary for presenting the material in a workshop setting. Module two discusses the strategies which may be employed in conducting the workshop. The third module discusses the educational development theory underlying the prkcram a alkl ant aj a number ob variations in use that are possible. (CLS)

ED 183 340 RC 011 900

*McCune, Allen D.*

**Career Education and Vocational Guidance in a Small, Rural School District. A Counseling Approach.**

Pub Date-25 Feb 80
Note-40p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Career Education, Career Exploration, College Bound Students, Counseling Programs, *Counselor Role, Elementary Secondary Education, Experiential Learning, *Guidance Programs, Guidelines, Program Descriptions, *Rural Schools, *School Community Cooperation, *Small Schools, Student Employment, Student Financial Aid, Technical Education, Vocational Education, Vocational Schools, Womens Education, Work Study Programs

During the 1979-80 academic year the Vocational Guidance Program at Halstead High School, a rural school with an enrollment of 225 students, placed over half the juniors and seniors in work-study positions, helped 24 seniors secure $38,000 in scholarship awards, and provided some type of career materials and information to students in all grades to provide work-study opportunities for high school students. In grades K-8 the classroom teacher incorporates career study into the traditional curriculum areas. In grades 9-12 teachers conduct career exploration units related to their particular discipline; and the school counselor coordinates the total program, which includes individual and small group guidance, financial aid planning for college-bouqd students, work-study placements in the community, special attention to the needs of female students and students who do not plan post-high school study, and campus visits by representatives from colleges, the military, technical-vocational schools, and business. Appendices include guidelines for developing a counseling approach to career education, for cooperation between high schools and vocational-technical schools, and for work-study programs. (JH)

ED 183 339 RC 011 899

*Hughes, Jane Barron*
Rural Library Service. Occasional Bibliography Clarion State Coll., Pa.
Pub Date-Mar 79
Note-25p.
Pub Type- Reference Materials - Bibliographies (131)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Adult Basic Education, *Adult Education, *Community Characteristics, Community Development, Foreign Countries, Librarians, *Libraries, Library Administration, Library Planning, *Library Role, Library Services, *Rural Areas, *Rural Population

One in a series of bibliographies related to rural library service, this document lists over 800 entries dealing with the specific concerns of rural, county, and small community libraries. Listed alphabetically by author under subject headings, the entries cover the period from 1930 to 1975 and are drawn from a variety of sources including educational journals, regional and national library journals, foreign and international library journals, books, conference proceedings, government publications, and theses and dissertations. The 16 subject headings relate to the role of the rural public library, characteristics of rural communities and populations, and the role of libraries with respect to adult education. Specific topics include library extension and outreach, finance, professional training for rural librarians, rural reading interests, rural school libraries, rural communications, and rural development. (JH)

ED 183 358 SE 027 954

*Fitz, Raymond And Others*

**An Integration of Normative Models for Environmental Education.**

Battelle Memorial Inst., Columbus, Ohio.; Dayton Univ., Ohio.; University of Northern Iowa, Cedar Falls.; Virginia Univ., Charlottesville.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-30 Jun 78
Contract-5-22033
Note-83p.; Contains occasional small print in Figures
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Conceptual Schemes, *Curriculum Development, *Educational Development, Educational Improvement, Educational Objectives, Educational Research, *Educational Strategies, Educational Technology, *Environmental Education, *Models, Theories

This report summarizes the approach taken to construct a normative model of environmental education. Three sections are included in the report. The first section describes the background of the model including the project context and the purpose of the model. The second section describes the method of constructing the model. The third section describes the resultant normative model and includes numerous figures portraying the model and its subsystems. Appendices provide specific data on elements of the model. (RE)

ED 183 410 SE 030 319

*Stitt, Mary Ostrom, Nat*

**Mathematics in Baseball. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-50p.; For related documents, see SE 030 304-322; Baseball statistics marginally legible; Best copy available
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Baseball, Field Trips, *Learning Laboratories, *Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Worksheets

The objectives of this module include: (1) improving general arithmetic skills including whole numbers, fractions, and decimal fractions; (2) learning to compute averages; (3) strengthening knowledge of percent; (4) learning to locate needed information or statistical data; (5) reviewing or learning the use of the Pythagorean Theorem; (6) reinforcing knowledge of the concepts of area and volume; (7) learning to locate points on a coordinate system; and (8) making calculations related to a circle. Several strong recommendations concerning the use of this module are given. These are: (1) for motivational reasons, it should be used during baseball season, and (2) the annual film on the World Series produced by the Coca Cola Company should be shown as an introduction to the module. (MK)

ED 183 433 SO 012 344

*Chesney-Lind Meda*

**Protest Motherhood: Pregnancy Decision-Making Behavior and Attitudes Towards Abortion.**

Pub Date-Aug 79

Note-58p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 1979); Not available from EDRS in paper copy due to light and broken print type of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Abortions, *Attitudes, Birth, *Decision Making, *Females, Marriage, Mothers, Pregnancy, Pregnant Students, Social Influences, *Social Science Research, Working Women

The document describes research on womens' attitudes toward abortion and their decision-making when pregnant leading to either birth or abortion. The objective was to explore how womens' perceptions of the option of legal abortion have affected their pregnancy decision-making behavior'' and to note the impact of their particular choices on their attitudes toward abortion. Interviews were held with 172 pregnant women in Hawaii facing the decision of birth or abortion. Information was solicited about their life situation; attitudes toward contraception, drugs, sexuality, women's roles, motherhood, and abortion; sexual activity; and pregnancy history. They were also asked about the sequence of events after the discovery of pregnancy and details of decision-making determining either birth or abortion. Findings included that decisions for or against abortion were based largely on the woman's situation, social support, and social class; that the definition of the situation revolved around pregnancy planning and orientation toward marriage and/or motherhood; that the attitudes of those who chose abortion were positive; and that the more deviant the woman's situation in light of norms condemning unwed motherhood, the more intense her negative attitude toward abortion. The conclusion is that legal abortion has made a dramatic impact on female pregnancy decision-making in that the option has restructured the traditional system for responding to unplanned pregnancy. (CK)

ED 183 451 SO 012 377

*Hantula, James Neil*

**The Effects of Two Methods for Teaching about Modern Japan.**

Pub Date-80
Note-128p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-*Academic Achievement, Case Studies, Cognitive Objectives, Course Content, *Cultural Awareness, *Educational Research, Grade 7, Grade 8, Junior High School Students, Perception, Secondary Education, Social Studies, *Student Attitudes, *Teaching Methods, Tests
Identifiers-Japan

The research report describes a study measuring the effects of two teaching approaches on 7th and 8th grade students' perception and achievement during a twelve day social studies unit on modern Japan. Two approaches were studied: Method A, which strives to bring about personal identification of students with American culture; and Method B, which strives to develop student understanding of culture as a common process manifested in different cultures. Five areas were investigated in relation to the two methods: (1) the differences in perception outcomes, (2) the differences in achievement of recall and translation cognitions (Type 1); (3) the differences in interpretation, application, analysis, and synthesis cognitions (Type 2); (4) the differences in total cognition (Type 1 and Type 2); and (5) the level of social studies achievement in relation to perception and cognitive outcomes. Teaching methods were measured by student evaluation, perception by attitude surveys, cognition by multiple choice tests, and student ability by the Stanford Achievement Test for Social Studies. Implications included that both methods fostered appropriate outcomes. Method B was more effective in fostering perception of similarity between two cultures; Method A was more effective in fostering all three types of cognition, especially with less able and more able students; and Method B was more effective in fostering cognitions with average students. Validity was limited by the topic, number of teachers, type of lessons, level of students, learning conditions, and brevity of the teaching unit. Further research under different conditions is recommended. Appendices present case studies, tests, and a bibliography. (CK)

ED 183 384　　　　　　　　　　　　　　　　SE 030 125

*Smith, Roland*

**European Heritage Landscapes. An Account of the Conference on Planning and Management in European Naturparke/Parcs Naturels/National Parks (U.K.) and Equivalent Category C'' Reserves (Losehill Hall, Castleton, England, September 26-30, 1977).**

Peak National Park Study Centre, Castleton (England).

Pub Date-77

Note-31p.; Photographs may not reproduce clearly.

Pub Type- Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Community Resources, *Conferences, Environment, *Global Approach, *Management, *Parks, *Planning, *Problems, Recreational Facilities

Presented are the proceedings of the Conference on Planning and Management in European National Parks and equivalent Category C'' reserves held at the Peak National Park Study Center, Castleton, England, in 1977. Fifty-two representatives from 16 countries focused practical solutions to management and planning problems in national parks. (BT)

ED 183 411 SE 030 320

*Snyder, Pat*

**Prime Numbers. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-32p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activities, Division, *Learning Laboratories, Mathematical Concepts, Mathematics Curriculum, *Mathematics Instruction, Multiplication, Number Concepts, *Prime Numbers, Secondary Education, *Secondary School Mathematics, Worksheets

The purpose of this module is to acquaint students with the terms prime, composite, and factor. This is done by offering a definition of each term, then reinforcing its meaning through activities. (Author/MK)

ED 183 434 SO 012 349

**Music Objectives: Second Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-OEC-0-74-0506
Note-26p.
Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, CO 80295 ($1.30)
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Academic Achievement, Applied Music, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation, *Music, Musical Composition, Music Appreciation, *Music Education, Music Theory

The document describes the development of objectives and presents objectives formulated by music educators, lay individuals, and the National Assessment of Educational Progress (NAEP) staff in 1973. Objectives from the first music assessment were reappraised, reviewed, and revised to include greater breadth of application, greater emphasis on the affective domain, greater variety of music styles, and the use of music training background to provide context. Recommendations concerning assessment content and administration included that objectives be based on aurally presented materials and administered by persons who have had music training. Depth of coverage should also be increased with age level. The objectives are presented in five categories, which focus on the students' involvement in performing, creating, and responding to music. Category I measures how the student values music as an important realm of human experience, including responsiveness; acquaintance with music from various nations, cultures, periods, and ethnic groups; importance of music personally; and ability to make and support aesthetic judgments. Category II focuses on the ability to perform, while Category III measures the ability to create musical expression. Category IV measures the ability to identify the elements and expressive controls of music, such as rhythm, pitch, tone, and musical terms. Category V focuses on the ability to identify and classify music historically and culturally. (CK)

ED 183 412 SE 030 321

*Dawson, Evelyn And Others*

**Travel. Topical Module for Use in a Mathematics Laboratory Setting.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-111p.; For related documents, see SE 030 304-322
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC05 Plus Postage.**
Descriptors-Activities, *Graphs, *Learning Laboratories, *Map Skills, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Travel, Worksheets

This module is primarily designed to focus on two main areas: graphing and map reading. Graphing entails the use of bar, line, and circle graphs, the x and y axes, the coordinate plane, and ordered pairs. Map reading includes conversion tables, approximations, devising scales, and learning to refold a folding map. (Author/MK)

*Youel, Alex J.*
**Parks and People. A European Conference for Naturparke Parcs Naturels/National Parks (U.K.) and Equivalent Reserves (Losehill Hall, Castleton, England, September 25-29, 1978).**
Peak National Park Study Centre, Castleton (England).
Pub Date-78
Note-27p.; Photographs may not reproduce clearly.
Pub Type- Collected Works - Proceedings (021)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Community Resources, *Conferences, Cooperation, Environment, *Group Relations, *Human Relations, Interaction, *Management, *Parks, Planning, *Problems, Recreational Facilities

Presented are the proceedings of the European Conference for National Parks and Equivalent Reserves held at the Peak National Park Study Centre, Castleton, England in 1978. Thirty-nine representatives from 10 countries focused on the relationship between the parks and the people connected with them (the local people, the visitors, and the park staff). The resolution of human conflicts in inhabited landscapes is emphasized. (BT)

ED 183 386 SE 030 127

*Coon, Herbert L., Comp. Disinger, John F., Comp.*

**Energy Education Programs, Elementary School Programs and Resources.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-78-0004

Note-43p.; For related document, see SE 030 113

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.50).

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Annotated Bibliographies, *Case Studies (Education), Curriculum Development, Educational Resources, *Elementary Education, *Energy, *Energy Conservation, Interdisciplinary Approach, Natural Resources

Identifiers-*Energy Education

Examples of energy education programs in selected elementary classrooms and schools and the resources to use to provide energy education are presented. Included are fourteen reports of energy education programs submitted by the teachers who are using them throughout the United States. It also contains an annotated bibliography of the listed resources which can be found in Resources in Education'' and are available through ERIC. (Author/SB)

ED 183 360 SE 029 505

**Energy Education Materials Inventory, Volume 2: An Annotated Bibliography of Currently Available Materials, K-12.**

Houston Univ., Tex. Ejergy Inst.

Spkns Agancy-Dapartmant of Ejergy, Washington, D.C. Obfice of Education, Business and Labor Affairs.

Relort NO.-DKE-IR-8685-01

Pub Date-Aug 79

Contract-EC-77-C-01-8685

Note-444p.; For related document, see ED 160 439; Contains colored pages which may not reproduce well; Pages 416-428 missing from document prior to its being shipped to EDRS for filming

Available from-National Technhcal Inbormasion Seqvice (MTIS), U.S. Daot. of Commerce, 5285 Port Royal Rd., Sprincfidld, VA 22161 (microfibhe $3.00, pqimsad copy $04.40)ADRS Price - MF01-PB18 Plus Postage. escqiotors-Adult Educasion, *Anjotated Bibliographies, Audiovisual Aids, Books, *Elementary Secondary Education, *Energy, *Energy Conservation, Ejvirojmental Education, Films, *Instructional Materials, Learning Activities, Science Education

Idantifiers-*Energy Education

This inventory consists of three sections. A core section contains titles and descriptive inbormation on educational materials catecorized according to medium. Two other sections, grade level'' and subject,'' are cross indexes of items for which citations aplear in the core section. Citations contain inbormation normakly used by librarhes to lurbhase currdmt maseqial, plus a short amjotation. A typhcal ejtry also includes dase kf lublication, name of author or producer, cost, and grade level suitable. (Author/RE)

ED 183 452 SO 012 378

*McGowan, Patrick J.*

**POS 591: International Relations Seminar The Modern World-System.''**

Pub Date-Jan 80

Note-25p.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Bias, Course Descriptions, Curriculum Guides, Diplomatic History, *Economic Education, Educational Objectives, Futures (of Society), Higher Education, History Instruction, *International Relations, *Political Influences, *Political Science, Social History, World Affairs

Identifiers-Marxian Analysis, Marxism

The syllabus outlines a college level international relations seminar with a neo-Marxist theoretical orientation. The objective of the seminar is to present an historical and comparative approach to a study of the evolution of the international political economy. Following an introduction explaining seminar objectives, grading, and course requirements, the syllabus is presented in 16 categories one for each week of the course. Topics are course organization, overview of the modern world system, origins of capitalism, origins of the modern world system (1450-1560), key features of the modern world system, crisis in the system, the mercantilist world system (1600-1800), British dominance (1650-1789), industrial revolution, the French Revolution, adaptations to change, class struggle in the 19th and 20th centuries, revolution and crises, the American world system (1939-?), and the possibility of a socialist world system. For each topic, information is presented on background, required reading, and recommended reading. Readings are selected from the disciplines of economic, social, diplomatic, and political history. Required and recommended references are coded as to whether they represent a typical capitalist or Marxist viewpoint. (DB)

ED 183 477 SO 012 415

*Tipple, Bruce E. Whitehead, Pamela*

**Minneapolis Multi-Ethnic Curriculum Development Teacher's Guide.**

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-330p.; For related documents, see SO 012 414-423 and ED 171 594; Not available from EDRS in paper copy due to small print and colored pages of original document

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Acculturation, Cultural Pluralism, *Educational Objectives, *Ethnic Groups, Ethnicity, *Ethnic Studies, Family (Sociological Unit), Immigrants, Individual Power, *Learning Activities, Migration, *Multicultural Education, Political Power, Secondary Education, Social Discrimination, Teaching Guides, *Teaching Methods

Identifiers-Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The teacher's guide describes learning activities and teaching methods for the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into eight sections. Section I lists knowledge generalizations and important concepts for each section. The remaining seven sections are entitled ethnicity, migration acculturation, ethnic enclaves, family prejudice and discrimination, and power. Topics include values and behavior, celebrations and ceremonies, various ethnic

ED 183 458 SO 012 385

**Education and Regional Development (L'Enseignement et le Developpment Regional). Technical Reports, Volume II.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-79

Note-450p.; For a related document, see ED 178 425; Tables on pages 48, 50, and 2[illegible] may not reproduce clearly due to small print type.

Available from OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC ($20.00).

Language-English; French

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Cooperation, Cultural Factors, *Educational Development, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education,

ED 183 439 SO 012 365

*Femminella, Francis X.*

**Education and Ethnicity: Euro-Ethnics in Anglo-Ethnic Schools.**

Pub Date-3 Dec 79
Note-37p.; For related documents, see SO 012 364 and 366; Paper presented to the United States Commission on Civil Rights (Chicago, IL, December 3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Change Agents, *Cognitive Style, Comparative Analysis, Cultural Awareness, Cultural Background, *Cultural Differences, Curriculum Problems, Educational Change, *Educational Problems, Elementary Secondary Education, *Ethnic Groups, Higher Education, Public Schools, Research Needs, Social Integration, Social Science Research, Universities

This paper explores the overt and covert ways in which the American educational system destroys cognitive styles which are different from the predominant Anglo-German style. Cognitive styles are the ways in which people think: how they organize and remember knowledge. The author contends that ethnic groups, specifically those of European origin, originally had cognitive styles that differed from the Anglo-German style upon which our educational system is based. As first, second, and third generation ethnic individuals interact with the educational system, they lose their unique styles of thinking and learning. This is a detriment to all of American society. To support his argument, the author describes (1) research on the effects of student self-image and teacher expectations upon student performance, (2) the failure of school curricula to teach children the dual dimensionality of their heritage, and (3) evidence of discrimination against the hiring of ethnic minorities in high levels of educational administration and professorial positions. He then cites evidence of cross-cultural differences in information processing and cognitive styles. This point is explored in depth through a comparative analysis of the traditional British and Italian educational systems. Significant differences are noted in the use of formal and informal language, teaching methods, personal interaction, and student residence. The author concludes with recommendations for change in federally funded programs to promote ethnic awareness, better research into ethnic groups in the U.S., curriculum change for greater ethnic sensitivity, and support of ethnic centers around the country. (AV)

ED 183 457 SO 012 384

*Gilmartin, Kevin J.*

**The Status of Women and Minorities in Education. Technical Report 3.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-300-78-0150
Note-74p.; Paper presented at Annual Convention of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Academic Achievement, Administration, Black Education, Educational Resources, *Educational Status Comparison, Elementary Secondary Education, Enrollment, *Ethnic Groups, Females, Higher Education, Literature Reviews, *Minority Groups, Retention, School Environment, *Social Indicators, Speeches, Teachers, *Womens Education

This paper reports on the educational status of women and ethnic minorities. The first part of the paper presents a literature review containing overviews of the past and present status of women and minorities in education and briefly discusses the concept of equality of educational opportunity. The second part of the paper, which comprises the bulk of the document, examines factors that directly or indirectly influence the status of women and minorities in education including educational aspirations, enrollment, retention, educational resources and school environments, educational achievement, subject matter, teachers, and administrators. Inequality of education between the sexes has been most severe at the postsecondary level. The impetus for higher education for women came from two sources. First, contemporaneous with the abolition movement, the ideological conviction that women were entitled to the same educational opportunities as men gained support. Second, the latter half of the 19th century was a time of dire economic need for many colleges because of shrinking enrollments. Women were considered as potential sources of tuition revenues. Today, 43% of bachelor's degrees, 46% of master's degrees, and 23% of doctoral degrees are awarded to women. Large inequalities appear in the content and quality of the educational experiences of whites and Blacks. More Black students have low grade point averages in school than white students, and they are suspended more often and for longer periods than whites. (Author/RM)

ED 183 438 SO 012 364

*Femminella, Francis X.*

**Societal Ramifications of Ethnicity in the Suburbs.**

Pub Date-Apr 79

Note-19p.; For related documents, see SO 012 365-366; Paper presented at the Conversation in the Disciplines, a conference on Ethnicity in Suburbia: The Long Island Experience'' (Garden City, L.I., NY, April 27-28, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cultural Pluralism, *Culture Conflict, *Ethnic Groups, Ethnicity, *Ethnocentrism, Social History, Social Integration, Social Problems, *Social Sciences, United States History

The development of social science terminology about ethnicity in the United States is traced from colonial times to the present, and conflict among ethnic groups is examined in relation to contemporary problems in the suburbs of New York. Early in U.S. history, immigrating ethnic groups were thought to contribute to the melting pot character of the country. At first, the melting pot concept emphasized conformity to the Anglocentric ways of the colonial settlers; later, it emphasized interaction among native and new groups as resulting in a unique combination with its own characteristics. Still another conceptualization of the melting pot was that ethnic groups continue to retain certain uqique mannerisms while at the same time adapting somewhat to American social styles. This conception was the beginning of the theory of cultural pluralism, which by the early 1970s began to replace the melting pot theory. One phenomenon of ethnic immigration was the conflict which resulted between natives and immigrants. Because immigrants were willing to work hard for low wages, they took jobs away from some natives. This situation created bitterness and some violence on the part of natives. Ironically, as the immigrant groups were assimilated into American society, they themselves displayed enmity toward even newer ethnic immigrants who threatened their job security. Segregation and ethnocentrism among ethnic groups are evident today in the suburbs of New York. Mutual respect among ethnic groups will need to be developed there. (AV)

ED 183 456 SO 012 382

*Mehlinger, Howard D. And Others*
**Global Studies for American Schools.**
National Education Association, Washington, D.C.
Spons Agency-Indiana Univ., Bloomington. Social Studies Development Center.; Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-85p.
Available from-National Education Association, 1201 16th Street, N.W., Washington, DC 20036 ($4.50).
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Civil Liberties, *Cultural Awareness, Curriculum Evaluation, Discussion (Teaching Technique), Educational Objectives, Educational Resources, Elementary Secondary Education, Energy, Environment, Evaluation, *Global Approach, Industrialization, *Learning Activities, *Lesson Plans, Life Style, Role Playing, Teaching Guides, Teaching Techniques, Verbal Communication, *World Problems

The book provides a rationale for teaching global studies, offers six model lessons, suggests how teachers can assess their own global studies programs, and cites additional resources for global studies. It is presented in four chapters. Chapter I states the rationale as the need to develop a global perspective in order to understand and function effectively in the world today. Schools have the primary responsibility for this development. Chapter II offers six lessons, which are designed for junior high school students but can be adapted for elementary or secondary students. Topics cover the relationship between human society and the natural environment, communication, benefits and problems of industrialization, energy, differing cultural lifestyles, and human rights. Each lesson requires one to two or more class periods and includes an introduction, objectives, suggested procedures, and student materials. Techniques include reading, discussion, role play, research, simulation, debate, and gaming. Chapter III discusses program evaluation and provides a checklist. It also discusses student evaluation, offering suggestions for establishing objectives in four areas: knowledge, abilities, valuing, and social participation. The final chapter lists selected resources for global studies, citing general publications, organizations, catalogs, guides, and directories. It provides checklists for helping teachers to identify possible resources in their own community and to evaluate materials for classroom use. (JH/CK)

ED 183 418 SE 030 363

*Buzzelli, Donald E. And Others*

**Science Indicators, 1978: Report of the National Science Board.**

National Science Foundation, Washington, D.C. National Science Board.
Pub Date-79
Note-282p.; Contains shaded charts and graphs which may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00416; $6.00)
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-*Annual Reports, Development, Research, *Scientific Enterprise, *Scientific Personnel, *Scientific Research, *State of the Art Reviews, *Technological Advancement, Technology
Identifiers-*Science Indicators

This eleventh annual report of the National Science Board presents the fourth assessment of the state of science in the United States. The assessment includes reports on the status of science, with the following indicators reviewed within the report: international science and technology, resources for research and development, resources for basic research, industrial research and development, and scientific and engineering personnel. Most indices are presented in graphical form. Numerical data tables are included in an appendix. (CS)

ED 183 419 SE 030 369

*Allison, Barbara Carrington, Andrew T.*

**Implementing Environmental Education in the School Curriculum.**

Virginia Beach City Public Schools, Va.

Pub Date-Jan 80

Note-37p.; Contains occasional marginal legibility in Tables

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Commuqity Action, *Curriculum Development, *Curriculum Evaluation, *Elementary Secondary Education, Environment, *Environmental Education, Natural Resources, *Nonformal Education, Public Policy, Science Education, Statistical Analysis, Teacher Education, Urban Education

Presented is a plan for curriculum development and evaluation which leads to involvement of public and private schools and the community in environmental education for the spectrum of citizens from children through adults. The process is described in two phases: (1) the overall program, and (2) an evaluation of a pilot implementation of segments of the program in selected grades of school. Statistical analysis of the effects of the program on student attitude and achievement are described along with supporting discussion and conclusions. (RE)

ED 183 417 SE 030 362

*Koran, John J., Jr. And Others*

**Differential Response to Cueing and Feedback in the Acquisition of an Inductively Presented Biologic Concept.**

Pub Date-Mar 79
Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, GA, March 21-23, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Audiovisual Instruction, Biology, *Cues, Educational Research, *Feedback, Individual Differences, *Inductive Methods, Science Education, *Science Instruction, Secondary Education, Secondary School Science
Identifiers-*Aptitude Treatment Interaction

This study explores the use of cues and their possible interaction with learner ability in concept formation under inductive instructional methods. Ninth- and tenth-grade biology students (N 61) were administered a verbal aptitude test, then randomly assigned to one of two inductively presented slide-tape sequences on monocots and dicots. In the cueing treatment, slides were presented containing written cues and feedback statements; the second treatment consisted only of slides with feedback statements. Multiple regression analysis was used to test for main effects and aptitude treatment interactions. Findings of this study include the implication that differential assignment to alternative treatments is appropriate for maximizing learning outcomes, particularly for low ability learners. (CS)

ED 183 437 SO 012 363

*Dobbs, Stephen M., Ed.*

**Arts Education and Back to Basics.**

National Art Education Association, Reston, Va.

Pub Date-79

Note-178p.

Available from-National Art Education Association, 1916 Association Drive, Reston, VA 22091 ($8.95)

Pub Type- Books (010) - Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-Aesthetic Education, *Art Education, Art Teachers, *Basic Skills, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Teacher Education

The document presents 14 essays designed to help art educators understand the nature and scope of basic education and what and how the arts contribute to it. John Goodlad presents a basis for considering the arts as an essential ingredient of schooling. A. Graham Down discusses the concerns of the Council for Basic Education and suggests that arts are linked with basic educational interests. Martin Engel illustrates the basicness'' of the arts by linking the development of language, cognitive functioning, commuqications technology, and contemporary life. Harry Broudy shows how the aesthetic experience gives expressive form to life, thus creating a foundation for cognition, judgment, and action. Elliot Eisner discusses conservative influences on the arts in education, while Edmund Feldman presents his case for the primacy of visual modalities in schooling using ideas from anthropology and linguistics. Vincent Lanier presents art as a validation of our social and cultural lives. Michael Day describes the limitations of the theories of child art and offers ways to expand those concepts. Kathryn Bloom discusses arts education as a catalyst for student motivation and performance, while Irving Kaufman states that art education should become a self-sufficient discipline. Diana Korzenik examines the ideal preparation of art teachers and Rogena Degge describes the afflictions resulting from narrow notions of what constitutes a good art experience. Thomas Hatfield encourages arts educators to examine their economic potential and political potency while Virgina Brouch and Judith Kula identify specific skills needed in arts programs. (Author/CK)

ED 183 416 SE 030 357

*Byrne, Robert And Others*

**Man's Manipulation of the Ecosystem: A Curriculum Guide for Elementary and Secondary Teachers.**

New Jersey State Dept. of Environmental Protection, Trenton.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date- 80
Grant-G007701233
Note-16p.
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Conservation Education, Curriculum Design, Ecology, *Elementary Secondary Education, Environment, *Environmental Education, *History, Interdisciplinary Approach, *Natural Resources, *Science Education, Wildlife Management

This short teaching unit presents broad topics dealing with natural resource management and the impacts of man, historically and currently, on the ecosystem. A broad format has been used to facilitate adaptation of the topic to individual school systems and grade levels. An effort has been made to specifically integrate selected disciplines into the topic. Notes are provided in the teaching unit which suggest modifications for grade levels. All suggested activities have been field-tested in public schools. The unit includes learning concepts; behavioral objectives; class discussions; questions, supportive activities, and a detailed example activity; and a glossary of terms. (RE)

ED 183 390 SE 030 290

*Finkelstein, Harry*
**Math for Survival.**
Pub Date- 80
Note-66p.
Pub Type- Guides - Classroom - Learner (051) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Addition, Division, Fractions, *Learning Disabilities, Mathematics Curriculum, *Mathematics Instruction, Multiplication, Number Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Slow Learners, Subtraction, *Textbooks, Whole Numbers

This mathematics textbook, developed for use with slow learners and learning disabled students in secondary school, contains 17 chapters. Among the topics covered are: number words; place value; rounding whole numbers; addition, subtraction, multiplication, and division of whole numbers; reducing fractions; mixed numbers; lowest common denominator; comparing fractions; and addition, multiplication, and division of fractions and mixed numbers. Each chapter begins with the statement of an aim'' and a method.'' (MK)

ED 183 391 SE 030 294

*DuShane, Judy Hug, John*

**A Future Look at Environmental Education. Environmental Education Occasional Paper No. 1.**

Ohio State Dept. of Education, Columbus.

Pub Date-Jul 78

Note-20p.; For related documents, see SE 030 295-296; Contains occasional marginal legibility

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Continuous Learning, *Educational Philosophy, Educational Planning, Educational Policy, *Environment, *Environmental Education, *Futures (of Society), *Global Approach, Planning, *Prediction

Proposed is an educational philosophy to address the changing world condition in which space and resources are shrinking and the fact of a whole world community is becoming more influential. The proposed philosophy, Whole Earth Education,'' is discussed as being an appropriate learning environment, a commitment to the pursuit of wholeness'' in the participants, and a view of the earth that is holistic. The purpose of the paper is to propose an educational philosophy; it does not detail organization and implementation, but rather discusses the theory of the philosophy. (RE)

*Mason, Jack L. Cantrell, Joseph S.*

**Solar Energy: A Middle School Unit. Environmental Education Occasional Paper No. 2.**

Ohio State Dept. of Education, Columbus.
Pub Date-Feb 79
Note-28p.; For related documents, see SE 030 294-296; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Class Activities, Electricity, *Energy, Energy Conservation, Environmental Education, Heat, Interdisciplinary Approach, *Middle Schools, Natural Resources, *Science Education, Secondary Education, *Solar Radiation
Identifiers-*Energy Education

This collection of teaching activities was developed to provide teachers with guidance in presenting solar energy education to students of middle school age. The unit provides activities presenting learning opportunities involving: (1) passive solar collectors, (2) active solar collectors, (3) concentrating collectors, and (4) photovoltaic cell collectors. The guide is presented in the sequence: (1) introducing the unit (2 lessons); (2) characteristics of solar energy (3 lessons); (3) capturing solar energy (5-10 lessons); (4) complete solar systems (1-3 lessons); and (5) a summary. (RE)

ED 183 393 SE 030 296

*DuShane, Judy Hug, John*

**Forward to Fundamentals: The Complete Education. Environmental Education Occasional Paper No. 4.**

Ohio State Dept. of Education, Columbus.
Pub Date-Sep 79
Note-27p.; For related documents, see SE 030 294-295; Contains occasional light and broken type
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Continuous Learning, *Educational Philosophy, Educational Planning, *Educational Policy, Elementary Secondary Education, Environment, *Environmental Education, *Interdisciplinary Approach, Planning

This paper sets forth the position that there are fundamentals that all people should attempt to master before, during, and after their mandatory educational programs. Three sets of ideas are presented which, in the context of lifelong learning, lead to an environmentally literate 21st Century citizen. The three sets of ideas include: (1) Four Components of Whole Earth Education; (2) Four Fundamental Areas of

ED 183 455 SO 012 381

*Stimson, John Stimson, Ardyth*

**Toward A Social Policy Analysis Curriculum.**

Spons Agency-William Paterson Coll., Wayne, N.J.
Pub Date-Aug 79
Note-19p.; Paper prepared for presentation at Annual Meeting of the American Sociological Association (Boston, MA, August 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Course Descriptions, Educational Innovation, Higher Education, Models, Program Descriptions, *Public Policy, *Social Action, Social Change, *Social Planning, Social Problems, Sociology, *Undergraduate Study

An eight-course curriculum in social policy analysis which follows a policy analysis paradigm is proposed. The undergraduate curriculum concentrates on the ability to appreciate and operate under uncertainty; anticipation of interrelated, unexpected ramifications of new stimuli; understanding of the social construction of problems and their cures; and methods of communication for optimum intervention. The nine-step social policy analysis paradigm includes identifying the problem and proposed cure, defining the conceptual background of the problem, considering ethical and contrasting value positions, identifying limitations of the proposed cure, and defining what will be done to whom. Also, it is necessary to isolate and anticipate confounding variables; monitor events; evaluate direct, indirect, and unanticipated impacts; and communicate results at all stages. The first two courses, Research for Policy Analysis and Forecasting Social Futures, cover anticipation and evaluation. Isolation and control of confounding variables provide the focus for course three, Implementation of Policy and four, Field Research and Social Integration. Monitoring social change is examined in the fifth course, Case Studies in Social Policy and the sixth, Social Indicators and the Quality of Life. The final two courses, Modelling and Interactive Computing and a Seminar in Policy Analysis focus on communication. A major part of the document applies the policy analysis paradigm to the proposed curriculum. (KC)

ED 183 389 SE 030 137

*Johnson, Willis N.*

**A Regenerative Model for the Mathematics Education of Elementary School Teachers.**

Pub Date-Feb 80

Note-9p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-College Mathematics, *Elementary School Teachers, Evaluation, Higher Education, Inservice Teacher Education, Mathematics Education, *Mathematics Teachers, *Models, Preservice Education, Teacher Education, *Teacher Education Curriculum

The regenerative model for the mathematics education of elementary school teachers that is presented is an interactive model that recognizes the need to consider local and national professional concerns as well as local preservice and in-service teacher concerns. A process for identifying and utilizing these concerns is described. Other models useful to the regenerative model that are discussed are: a research and development model that is biplanar and interactive; a data model concerned with data collection to aid in decision making; and a model to aid in the assessment and mapping of the needs and concerns of preservice teachers. Procedures for studying the needs of preservice teachers of elementary school mathematics are outlined. (MK)

ED 183 415 SE 030 348

*McNicol, Shirley*

**Elementary School Mathematics in Canada: The Nature of Provincial Elementary Mathematics Curricula as Perceived by Ministries of Education, School and Teacher Personnel.**

McGill Univ., Montreal (Quebec). Faculty of Education.
Pub Date-Jan 80
Note-97p.; Best copy available.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-Elementary Education, *Elementary School Mathematics, *Mathematics Curriculum, Mathematics Teachers, National Surveys, *Needs Assessment, *Research, *Surveys, *Teacher Attitudes, Teacher Educators

This survey of current provincial elementary school mathematics curricula as perceived by ministries of education, school and teacher education personnel was undertaken to attempt to identify common priorities in programs. As the survey progressed it became evident that within the provincial arena, stated objectives did not necessarily represent actual practice. But in spite of the vertically structured educational scene in Canada and a wide diversity of student, teacher, and institutional goals and capabilities, certain national trends'' often expressed as needs or concerns can be identified. This report presents these findings. (Author/MK)

ED 183 436 SO 012 360

*Solomon, Les*

**Social and Geographic Space: Census Tools for the Urban Field Trip.**

Pub Date-Oct 79
Note-14p.; Paper prepared for the National Council for Geographic Education Convention (Mexico City, Mexico, October 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Environmental Education, *Field Trips, *Geography Instruction, Higher Education, Locational Skills (Social Studies), Maps, Models, Skill Development, Social Studies, Socioeconomic Influences, Speeches, *Teaching Methods, *Urban Studies

The paper is designed to help instructors in college-level geography courses design urban field trips. The objective is to illustrate how a few core materials and concepts derived from urban geography texts, census tract maps, and social space models can help provide order and pattern to students' understanding of a city. Census tract maps are visual representations of an administrative district (containing approximately 4,000 people) used in collecting census data. Social space models are quadrant maps based on census data delineated by vertical and horizontal axes representing variables such as socio-economic status, median family income, marital status, and life cycle. Topics discussed include resisting the temptation to cause information overload by saturating students with all relevant materials, preparing students concerning types and uses of census data and descriptions of census geography, helping students examine geographic and social space concepts, and establishing the order in which students will progress from one city quadrant to another during the field trip. A census tract map and social space model for Columbia, South Carolina, conclude the document. (DB)

ED 183 388 SE 030 134

**Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date-Oct 77
Note-199p.
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Calculation, Definitions, *Educational Assessment, Elementary Secondary Education, Geometry, Graphs, Mathematical Concepts, *Mathematics Education, Measurement, Number Concepts, *Problem Sets, Problem Solving, Statistics, Tables (Data), Test Construction, *Test Items
Identifiers-*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) administered the selected supplemental mathematics exercises to 13-year-old students during October and November 1975 and to 17-year-old students during March and April 1976. This assessment represents a specially modified supplement to 1972-73 full-scale mathematics assessment and was designed to determine whether 13- and 17-year-old students can successfully cope with basic computations, operations, simple graphs and charts, symbols, situation (word) problems, etc. Of the 88 exercise parts administered to 13-year-olds, 61 have been released; and of the 83 exercise parts administered to 17-year-old students, 65 have been released. Only the released exercises are presented in this volume. Each released exercise or exercise part is accompanied by a documentation page that identifies the exercise content and objective and its National Assessment identification number. The documentation page also gives the exercise release number and various administrative information. The data table at the bottom of each documentation page or on the following page presents the 1975-76 results for the correct answer to the exercise part shown in this volume. (Author/MK)

*Steiner, H. G., Ed. Christiansen, Bent, Ed.*
**New Trends in Mathematics Teaching, Volume IV.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-78
Note-280p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016 ($20.50)
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
**Document Not Available from EDRS.**
Descriptors-Adult Education, Algorithms, Computers, Curriculum Development, Curriculum Evaluation, Educational Research, *Educational Technology, Elementary Secondary Education, Evaluation, Higher Education, Interdisciplinary Approach, Learning Processes, Mathematical Applications, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Objectives, Teacher Education

This volume is largely based upon the preparation for and proceedings of the Third International Congress on Mathematical Education (ICME) held in Karlsruhe, Federal Republic of Germany, in August 1976. The volume deals with 13 broad themes of general educational interest for mathematics teachers and educators. Six of these themes divided the field of mathematics education according to levels, ranging from pre-school to adult education, whereas the remaining made a vertical'' division of the field in question, so that each theme would be of interest for the work at all levels (e.g., curriculum development, evaluation, research). The final selection of the themes appears as the chapter headings. (Author/MK)

ED 183 413 SE 030 322

*Wahl, Mark*

**Two Wheel Math: An Application Module.**

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-56p.; For related documents, see SE 030 304-321
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Activities, *Bicycling, Energy, Geometric Concepts, *Learning Laboratories, *Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, Motivation, Physics, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Worksheets

This unit is designed to be used primarily by students who have some interest in bicycles. It is intended to draw them into mathematical thinking in an interesting way. This unit is laboratory oriented. It will be necessary that the student have access to a bicycle in the classroom for several of the exercises (unless they are done primarily at home). Some of the activities should be done out on the street while riding, and they are referred to as home-play assignments. Others are strictly pencil-and-paper exercises. Most, however, require data gathering from the bicycle. Included is a statement of many of the more obvious behavioral objectives of this module. It cannot be over-emphasized, however, that the primary objective of this unit is that the student increase his/her enthusiasm for mathematics and his/her understanding of how mathematics can give an enriching insight into ordinary things around us. (Author/MK)

ED 183 435 SO 012 358

*Geisler, Charles C.*
**Toward Reform in Land Reform: Coupling Local Control and Social Control.**
Pub Date-Sep 79
Note-25p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, September 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*City Planning, *Community Planning, Futures (of Society), *Land Acquisition, *Land Use, Literature Reviews, *Local Government, Political Issues, Social Action, Speeches

An alternative to the traditional land reform movement in the United States and the recent land use reform movement would result in a merging of social control with local control over land. Traditional land reformers perceive that land is a private commodity subject to fee-simple ownership and near absolute control over its use and disposition. However, land use reformers seek through law to separate ownership from control in the name of broadly conceived public interests. Land use planners contend that the present urban-industrialized conditions require less rather than more property freedom in achieving equality and environmental quality. Through preemption of local control and greater social control of land resources, land use reformers seek an end to the monopoly prerogatives of private ownership. However, this transfer of control merely supplants the natural monopoly of private ownership with a public monopoly. An alternative is local public control, such as land banks and trusts wherein communities acquire property rights in accordance with locally determined land uses. This model satisfies traditionalists in that it precludes neither private property nor traditional land use controls. Land use reformers are satisfied because the individual property owner is no longer the supreme decision maker in land use matters. Finally, because information on land ownership is more accessible locally, local planners have an advantage in staying abreast of and knowing the reliability of their data. (Author/KC)

ED 183 453 SO 012 379

*Hamilton, David And Others*

**Notes on the origins of the Educational Terms Class and Curriculum. Discussion Paper.**

Pub Date-14 Feb 80

Note-23p.; Paper presented at Annual Convention of the American Educational Research Association (Boston, MA, April 7-11, 1980); Not available in paper copy from EDRS due to fading ink throughout original

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Curriculum, *Educational Anthropology, *Educational History, Educational Practice, *Educational Research, Educational Theories, Sociocultural Patterns, Speeches

This paper examines the origins of the two educational terms class and curriculum. The authors believe that an understanding of the origins of key words in education may contribute not only to the history of education but also to the wider development of educational theory. The paper argues that the emergence of classes (in the modern sense) arose not so much from an increase in school size as from shifts in patterns of school attendance. Currently, the earliest known use of class occurs in a description of the University of Paris written by Robert Goulet and printed in 1517. From the 16th century to the Industrial Revolution, the term class developed three distinct meanings. First, it was used in universities and large schools to refer to a cohort of students (e.g., the class of 76). Second, it referred to a teaching room (Goulet's original use). Third, it came to mean a relatively small group of students, usually engaged upon a common task. The paper associates the emergence of curriculum with the rise of Calvinism. The earliest source of the term curriculum in the Oxford English Dictionary is a mention in the records of Glasgow University for 1633. During the Reformation, Glasgow University underwent a series of reorganizations intended to turn the University to more definitely Protestant ends.'' In this reorganization process the term curriculum was used. (Author/RM)

ED 183 454 SO 012 380

*Kramer, Ronald C.*
**Critical Criminology in the Classroom.**
Pub Date-30 Aug 79
Note-22p.; Paper presented at Annual Meeting of the American Sociological Association (74th, Boston, MA, August 30, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Concept Formation, Concept Teaching, Course Descriptions, *Crime, *Criminology, *Definitions, Educational Objectives, Higher Education, Intellectual Disciplines, *Legal Education, Social Science Research, Sociology, Speeches, *Teaching Methods

The major objective of the labeling perspective and conflict/power approaches to teaching college level criminology is to increase student understanding of crime as a sociological phenomenon. The labeling perspective maintains that the way in which criminology concepts are defined influences the kinds of questions and issues which are focused upon. Conflict/power approaches assume that criminality is not a particular behavior although it is defined as behavior by those who create and administer the criminal law. The author proposes that criminology teachers can help students understand the importance of labels and the process of criminalization by organizing an introductory criminology course around five major topics: 1) comparison of definitions of crime as behavior and crime as legal status, 2) investigation of bias in crime statistics, 3) historical, analytical, and critical survey of criminological theory, 4) review of literature on criminal laws, law enforcement, structure and functioning of criminal courts, and the correctional process, and 5) types of criminal behavior including violent, property, corporate, occupational, public order, organized, professional, and political. Course materials are suggested and briefly annotated, case studies are cited, and a course outline is presented. (DB)

ED 183 414 SE 030 323

*Johnson, Willis N.*

**Teaching Mathematics in a Multicultural Setting: Some Considerations When Teachers and Students Are of Differing Cultural Backgrounds.**

Pub Date- 75

Note-11p.

Pub Type- Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Activities, *Cognitive Style, *Cross Cultural Training, Cultural Differences, *Cultural Pluralism, Elementary Education, *Elementary School Mathematics, Mathematical Experience, Mathematics Curriculum, *Mathematics Instruction

This presentation attempts to illustrate that mathematics in the elementary grades is not and should not be culture free.'' As a prescriptive course, the discussion gives suggestions on how to improve the mathematics experience of elementary school children by using the culture of both the teacher and the learner in mathematics instruction. (Author/MK)

ED 183 341 RC 011 901

*Lee, Betsy*

**Charles Eastman: The Story of an American Indian.**

Report NO.-ISBN-0-87518-175-9
Pub Date-Dec 79
Note-66p.
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, MN 55415 ($5.95).
Pub Type- Historical Materials (060) - Books (010) - Creative Works (030)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Acculturation, American History, *American Indians, Authors, *Biographies, *Childrens Literature, Civil Liberties, *Elementary Education, Government Role, Leadership, Literature, Physicians, Public Speaking, Reservations (Indian)
Identifiers-*Eastman (Charles Alexander), Sioux (Tribe)

Dr. Charles Alexander Eastman was a product of two worlds the Indian and the White. A member of the Santee Sioux Tribe, he was respected and admired in both of these worlds for the work he did on behalf of American Indians, first as a young doctor caring for the sick on the Reservation, and later as a writer and speaker, showing the richness of native American culture to white Americans. He was the most famous American Indian of his time. As a very young child he was among the Sioux driven from their Minnesota homeland in 1863 into Canada. There he was raised by his grandmother and uncle. For most of his childhood the boy Ohiyesa thought he was an orphan, but when he was fifteen his father found him after a long search and brought him back to the United States. There he was baptized, given his new name, and started to school. Eighteen years later he graduated from Boston University with a degree in medicine. Eastman's first job was as a doctor to the people of the Sioux Pine Ridge Reservation, where he quickly became frustrated and angered at the callous, inhumane treatment his people received. The rest of his life was spent speaking on behalf of the American Indians, imploring Washington officials to respect treaty rights, writing and lecturing about Indian ways and trying to preserve their fast-disappearing culture. Although he lived during a time of terrible change for his people, Eastman also lived to see the resurgence of Indian rights in the 1930's. This book is one of a series of biographies of famous American Indians. It is written for grade 5 and up. (DS)

ED 183 361 SE 029 526

*Fisher, D. D. And Others*

**An Introduction to Fortran Programming: An IPI Approach.**

Oklahoma State Univ., Stillwater.

Spkns Agancy-National Science Foujdation, Washington, D.C.

Pub Date-71

Grant-NSF-GY-9310(EN)

Note-382p.

Pub Type- Guides - Classrokm - Learner (051)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors-Computer Oriented Programs, Computer Science, *Computer Science Education, Flow Charts, Higher Education, *Individualized Instruction, Inlut Output, *Pacing, *Programing, Programing Lancuages, Programing Problems

Identifiers-*FORTRAN Programing Language

This text is designed to give individually paced instruction in Fortran Programing. The text contains fifteen units. Unit titles include: Flowcharts, Input and Output, Loops, and Debugging. Also included is an extensive set of appendices. These were designed to contain a great deal of practical information necessary to the course. These appendices include instructions for operating card readers, listers, printers and terminals, as well as a computer science glossary. (MK)

ED 183 362 SE 029 529

*Roller, Lib*

**The Bicentennial in Tennessee. Teacher's Manual.**

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date- 76

Note-366p.; Contains occasional marginal legibility

Pub Type- Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors-*Class Activities, Conservation Education, Elementary Secondary Education, Environment, *Environmental Education, *History, *History Instruction, Interdisciplinary Approach, Natural Resources, *Outdoor Education, Science Education, *United States History

Identifiers-Bicentennial

This manual is designed to assist teachers in integrating the theme of the Bicentennial into all subject areas. Most of the activities and materials described in this unit relate to the outdoors. The manual deals with activities under the three categories of interest in the Bicentennial celebration: (1) Heritage USA - the people, places, and events of U.S. History; (2) Festival USA - the arts and crafts of America; and (3) Horizons '76 - America's future. (RE)

ED 183 342 RC 011 902

*McKelvy, Troy V.*

**Native American Adult Education Assessment.**

Native American Committee, Chicago, Ill.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
Pub Date-78
Note-72p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Adult Education, American Indian Education, Aspiration, Cultural Awareness, *Cultural Traits, Education, Employment, *Needs Assessment, *Nonreservation American Indians, Occupational Aspiration, Quality of Life, *Socioeconomic Status, Tribes, Urban Culture, *Urban Population, Vocational Education
Identifiers-*Illinois (Chicago)

It is the assumption of this study that, through the assessment of the adult education and training needs of urban American Indians, programming can be designed to meet these needs, thereby providing the education and the skills which will enable Indians to improve their social condition and retain their culture. To assess cultural and socioeconomic characteristics and determine education needs, 100 American Indians (67 male, 33 female) residing in Chicago were interviewed during May, June, and July of 1978. Respondents represented 27 tribes, 33% had family reservation ties in Wisconsin, most had some religious affiliation (33% were Roman Catholic), 14% spoke their tribal language in the home, and 33% had lived in Chicago 14 years or less. Data indicated these urban Indians were young (more than 50% were under 35 years of age), 32% had never been married, 25% were married, 24% had 7 or more children at home, 21% lived in housing rated as dilapidated, 23% were unemployed and looking for work, 59% had not graduated from high school, 53% had no vocational or apprenticeship training, and 30% had family income less than $3,000. However, educational and career aspirations were high: more than 70% would like to improve their mathematics, reading and writing skills; almost all would like to earn more money; they would like to return to school, learn a new occupational skill, and receive more information about job skill opportunities and new careers; and they wish to learn more about their culture, speak tribal languages, and attend Native American educational and cultural programs. (NEC)

ED 183 363 SE 029 535

*Jennings, Frederick Metro, Peter M.*

**Ecology for the Exceptional Child.**

Rocky River Public Schools, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date-Jan 76
Note-203p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Class Activities, Conservation (Environment), *Conservation Education, *Ecology, Environment, *Environmental Education, *Exceptional Child Education, Instructional Materials, Outdoor Education, Science Education, Secondary Education, *Special Education, Wildlife Management

The program contained in this guide is designed to be a student-centered approach to learning. Outlined are activities for large groups, small groups, or individualized study. Activities can be used with students of differing exceptionalities. Sufficient curriculum materials are provided for a continuous program over three years. Each activity unit provides a rationale statement, objectives, suggested activities, and detailed instructions for each activity. (Author/RE)

ED 183 343 RC 011 903

*Amiotte, Arthur*

**Art & Indian Children of the Dakotas. An Introduction to Art. Series One.**

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Pub Date-73

Note-184p.; For related document see RC 011 904. Developed by the Curriculum Development Center.

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors-*American Indian Education, American Indians, Art, *Art Appreciation, *Art Education, Art Materials, Childrens Art, Cultural Awareness, Cultural Enrichment, Elementary Education, Fine Arts, *Nonverbal Communication, Sign Language, *Symbolic Language, Tribes, Visual Arts

Identifiers-*American Indian History, *Lakota (Tribe), Pictographs

This first volume in a bicultural educational series designed and produced especially for use in the Aberdeen (South Dakota) area schools has educational import for children and teachers everywhere who have an interest in the art and culture of the Western Sioux Tribe. This visual and verbal approach to art appreciation emphasizes the function of lines. Lines can be used to share thoughts with others: lines make letters, letters make words, words represent thoughts, and lines make images and pictographic symbols of thoughts. More than 250 pictographic symbols used by the Lakota Indians are illustrated and accompanied by historic accouqts of how they were used as hide paintings for robes, tipi liners, shields, and warrior's shirts. The adoption of various media as their civilization changed as a result of its contact with white society is described. Today many kinds of art can be produced through the use of many kinds of materials, but the purpose of the art remains the same as it was for the ancient Lakota: to make our homes and our lives beautiful. (NEC)

ED 183 364 SE 029 673

*Hoffer, Shirley Ann, Ed.*
**Ratio, Proportion and Scaling. Mathematics Resource Project.**
Oregon Univ., Eugene.
Spons Agency-National Science Fouqdation, Washington, D.C.
Pub Date-75
Note-494p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**
Descriptors-Elementary Secondary Education, Games, Instructional Materials, Mathematical Applications, *Mathematics Education, Mathematics Instruction, Mathematics Materials, Problem Solving, *Ratios (Mathematics), Resource Guides, *Resource Materials, Resource Units, *Teaching Guides, Worksheets
Identifiers-Calculators, *Mathematics Resource Project, *Scaling

The Mathematics Resource Project has as its goal the production of topical resources for teachers, drawn from the vast amounts of available material. This experimental edition on Ratio, Proportion, and Scaling, contains a teaching emphasis section, a classroom materials section, and teacher commentaries. The teaching emphasis section stresses ideas which may help to teach the topic, including calculators, applications, problem solving, mental arithmetic, estimation and approximation, and laboratory approaches. The teacher commentaries are intended to provide new mathematical information, give a rationale for teaching a topic, suggest alternate ways to introduce or develop topics, and suggest ways to involve students. The classroom materials are keyed to each other, to the teaching emphasis, and to the commentaries. They include worksheets, transparency masters, laboratory cards and activities, games, teacher-directed activities, and bulletin board suggestions. (MK)

*Amiotte, Arthur*
**Art & Indian Children of the Dakotas. An Introduction to Art and Other Ideas. Series Two.**
Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.
Pub Date-74
Note-277p.; For related document see RC 011 903. Developed by the Curriculum Development Center.
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC12 Plus Postage.**
Descriptors-American Indian Culture, *American Indian Education, American Indians, Art, *Art Appreciation, *Art Education, Art Materials, *Cultural Awareness, *Elementary Education, Fine Arts, Perception, *Sculpture, Sensory Aids, Tribes, Visual Arts, Visual Perception
Identifiers-American Indian History, *Lakota (Tribe)

Through the use of black and white photographs and drawings interspersed with narrative, this text attempts to foster awareness and appreciation of art in the life of the Lakota Indians. The concepts of space and mass are illustrated. The result of combining masses and spaces into various forms of sculpture (bas relief, monolithic, mobile, stabile, assemblage) through the techniques of carving, modeling, or constructing is described. Although the Lakota did not make sculptures as we know them today, they did construct and carve three dimensional forms used for everyday living and beautified them with color, feathers, shells, porcupine quills, beads, or hair. The construction, significance, and evolution of the tipi, warbonnet, head roach, dance bustle, pipe, horn spoon, and wooden bowl are described and illustrated. (NEC)

ED 183 365 SE 029 678

*Gabel, Dorothy L. And Others*

**A Summary of Research in Science Education - 1978.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Note-142p.; For 1977 edition, see ED 168 875

Available from-John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10016 (write for correct price)

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Cognitive Development, College Science, Curriculum Evaluation, Educational Research, Elementary School Science, *Elementary Secondary Education, *Higher Education, Learning, *Research Reviews (Publications), *Science Education, Science Instruction, Secondary School Science, Teacher Behavior

This review presents a broad perspective of the state of knowledge in science education, a description of existing trends, the areas where research is needed, and tentative answers to persistent problems that have been identified from the research. The review is organized into nine categories. The first is an historical perspective dealing with some of the trends in science education. The next category presents research related to learning and development including Piagetian and Ausubelian studies, instruments and measurement, and student characteristics. This section is followed by research related to teaching and learning strategies. Cognitive styles, student characteristics, teacher training and behavior, evaluation in science education, concepts and content, and miscellaneous studies are presented in the remaining sections. Each section and subsection is followed by a summary, if enough research was available to permit generalizations to be made. At the conclusion of the paper, a general summary is given which relates the science education research of 1978 to that of the past and discusses the trends and implications for future research. (Author/SA)

ED 183 346 RC 011 908

*Obrecht, Karl A.*

**Rural Townships in Minnesota: Focus on the Southwest.**

Southwest State Univ., Marshall, Minn.

Spons Agency-Minnesota Association of Township Officers, Marshall.; Minnesota State Coll. System, Marshall.; Southwest Minnesota Coll. Foundation, Marshall.
Pub Date-72
Note-43p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Attitudes, Citizen Participation, *Community Control, Delivery Systems, Financial Support, *Futures (of Society), *Governing Boards, Income, Institutional Autonomy, *Local Government, Regional Programs, *Rural Areas, Surveys, Tax Allocation
Identifiers-*Minnesota, Municipal Annexation

The history, current issues and future potential of rural township government today were the central focus of a 1972 survey of 18 townships in 6 southwestern Minnesota counties. Survey methodology included personal interviews with both residents and township officers, mailed questionnaires, and attendance at board meetings of the Minnesota Association of Township Officers as well as at other types of community meetings. Rural residents were found to hold very positive attitudes toward their local governments, but they were afraid of outside forces and powers that were threatening to discontinue or limit their powers. Annexation was the paramount concern, voiced in terms of the need for area residents to be able to override outside decisions concerning

ED 183 367 SE 029 690

**Unified Science and Mathematics for Elementary Schools (USMES) How To'' Design Lab Tech Cards.**

Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-72
Note-175p.; Some colored pages may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Activity Units, Electricity, Elementary Education, *Elementary School Mathematics, *Elementary School Science, Fractions, Geometric Concepts, Interdisciplinary Approach, *Mathematics Instruction, Measurement, *Science Instruction, Statistics, *Unified Studies Programs
Identifiers-*Unified Science Mathematics for Elementary School

These activity cards, developed by the Unified Science and Mathematics for Elementary Schools (USMES) Project, are divided into 18 groups. The first group of cards are Design Lab Tech Cards; the remaining groups are How To'' Cards. They include: (1) How To Construct a Sampling Histogram; (2) How To Make a Bar Graph Tally; (3) How To Make Scale Drawings and Models; (4) How To Make Triangle Drawings to Compare Fractions (or Ratios); (5) How To Find the Median of a Set of Data; (6)

ED 183 345 RC 011 905

**The Countryside Council. Biennial Report 1977-79.**

Southwest State Univ., Marshall, Minn.

Spons Agency-Bush Foundation, St. Paul, Minn.; Kellogg Foundation, Battle Creek, Mich.

Pub Date-79

Note-19p.

Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Affirmative Action, *Citizen Participation, Educational Finance, Employment Practices, Energy, Farm Occupations, Females, *Investigations, *Land Use, Organizations (Groups), *Rural Areas, Rural Youth, Sex Discrimination, *Telecommuqication, Telephone Communication Systems, Working Women

Identifiers-*Countryside Council, *Minnesota, Task Force Approach

The Countryside Council is a citizen-based non-partisan public interest research group based in 19 counties of rural southwestern Minnesota. Each year the Council identifies particular problems or needs of the region and sets up task forces to study each problem and make recommendations for resolution. During 1977-79 six task forces were at work. The 135 member School Finance Task Force focused on the way agricultural land was assessed for tax purposes, challenging the notion that current market price'' was the proper basis for valuing farm land. The group noted that, while land prices in southern Minnesota have gone up 345% since 1972, the farmer's income has not gone up nearly that fast. The task force on the economic status of women concentrated on the need for child care; financial issues such as inheritance laws, credit, and social security; and employment practices related to wage levels, sex discrimination and awareness of Affirmative Action programs. Members of the Telephone Task Force suggested ways to improve rural telephone service, and the Young Farmers Task Force studied the obstacles confronting young people who wish to enter farming today. Other task forces looked at energy supply and consumption and how communication technology could overcome some of the problems of rural isolation and sparsity of population. This report presents task force activities and recommendations and describes some of the programs of the Countryside Council itself. (DS)

ED 183 366 SE 029 683

*Suydam, Marilyn N. Weaver, J. F.*

**Research on Mathematics Education Reported in 1978.**

National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency-ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-84p.; Not available in hard copy due to copyright restrictions
Available from-National Council of Teachers of Mathematics, 1906

Association Dr., Reston, VA 22091 (Subscription for nonmembers $10.00, $8.00 for members, $2.50 single copy)
Journal Cit-Journal for Research in Mathematics Education, v10 n4, Jul79, Entire Issue
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Abstracts, Achievement, *Annotated Bibliographies, Attitudes, *Doctoral Theses, Elementary Secondary Education, Higher Education, Learning Theories, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Periodicals, *Research Reviews (Publications)

An annual annotated listing of research on mathematics education is presented. The research is organized alphabetically by author(s) within three categories (research summaries, journal-published reports, and dissertation abstracts). Grade and age levels are indicated for each reference. An index of general topics is appended to help readers locate studies of particular interest. Included in the listing are studies in which mathematics education was not the sole or primary focus of the research. While most of these peripheral studies are not annotated, those studies specific to mathematics are annotated, and most annotations indicate one principal finding of the study. (MK)

ED 183 299 RC 011 640

**The Continuum of Life: Health Concerns of the Indian Elderly. Final Report on the National Indian Conference on Aging (2nd, Billings, Montana, August 15-18, 1978).**

National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-79
Grant-90-A-1253
Note-207p.; For related document see ED 158 897
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Alaska Natives, *American Indians, Conference Reports, *Delivery Systems, *Gerontology, Government Role, Health Needs, Housing, Mental Health, Nursing Homes, Nutrition, *Older Adults, Policy Formation, *Program Development, Reservations (Indian), Senior Citizens, Social Values, *Social Welfare, Transportation, Tribes
Identifiers-*National Indian Council on Aging

Focusing on the physical well-being and personal environment of the Indian elderly, the conference attracted 3,000 persons from 209 Indian tribes. Its program was organized into: (1) description of existing resources serving elderly Indians; (2) determination of the additional or remedial action required; and (3) identification of methodology for accomplishing remedial action and providing continuous evaluation of services. During the 17 workshop sessions conference participants explored the problems and needs of elderly Indians and made recommendations for action in the areas of health care, mental health, nursing homes and alternatives, housing, and transportation. Among the concerns voiced were the wish to be treated as elders and in the manner that Indian tradition once taught, the desire to remain in Indian communities and cultures, and the need for more Senior Citizens' Centers and nutrition programs that would include native foods. Most of the 21 resolutions adopted called for action by the federal government's Departments of Health, Education and Welfare, Housing and Urban Development, Labor, and Transportation. This final report gives the background of the conference, includes its speeches, agenda and activities, lists the recommendations and resolutions, and cites responses to some of them. Five documents in the appendix present information on such topics as the social and psychological states, physical and mental health, and the environment of the Indian elderly. (DS)

ED 183 282　　　　　　　　　　　　　PS 011 268

*Ouderkirk, Wayne*

**Programming in Residential Child Care: A Training Experience for Child Care Workers.**

State Univ. of New York, Albany. School of Social Welfare.
Spons Agency-New York State Dept. of Social Services, Albany.
Pub Date-Sep 79
Note-96p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Activities, *Child Care Workers, Child Development, Daily Living Skills, Learning Modules, Play, Postsecondary Education, *Programing, *Residential Programs, Therapy, *Training

The purpose of this module is to present a training experience for child care workers which focuses on the therapeutic aspect of their work that aspect involving growth-stimulating experiences for the children. Programming is discussed in three ways: analysis of activities, therapeutic activity programming, and cottage programming. All three ways are discussed in terms of training objectives, time, setting, materials, background, the role of the trainer, small and large group activity, and use of lecture for training. Part I additionally covers the following aspects of activity analysis: uses of activity analysis, important aspects of activities, its relation to other concepts and fields, individual differences in children and activity planning, and group factors. Part II discusses the importance of play, minimizing and maximizing therapeutic stretegies, and developmental areas supported by such strategies. Part III discusses the therapeutic dimensions of daily cottage routines, the tasks embedded in everyday routines, transition times between routines, how to describe problems occurring within daily routines and how to handle them. The appendix includes a sample agenda of sessions for assessing training needs. (Author/SS)

*Kaplan, Barbara J. McNeil, William J.*

**Comparison and Development of Story Recall by Second and Fifth Graders.**

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Age Differences, Cognitive Development, *Cognitive Processes, Comparative Analysis, Elementary Education, *Elementary School Students, *Recall (Psychological), Story Telling, *Tales

While being videotaped, ten second graders and ten fifth graders retold the story of Beauty and the Beast'' which was read twice to them during the preceding week. Responses were evaluated for content and accuracy. Results showed that younger children more accurately recalled the story and more frequently mentioned its resolution. Older children recalled fewer events and had more difficulty with the story's sequence; they were less likely to mention the resolution but focused on the conflict. It is suggested that the older children's social/cognitive development, enabling them to consider relative truths and viewpoints, led them to concentrate on elements of choice and conflict rather than on sequential events and resolutions. (Author/MP)

ED 183 283 PS 011 269

*Thomas, Maureen Mulroy Mikesell, Susan*

**Oral Story-Telling: The Whys and Hows.**

Pub Date-Mar 80

Note-12p.; Paper based on presention at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979)

Pub Type- Guides - General (050) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Children, Early Childhood Education, Imagination, *Methods, Speech Communication, *Story Telling, *Teaching Skills

This paper discusses reasons why oral storytelling is a useful technique and presents step-by-step instructions for how to tell a story. Among the advantages discussed are: immediacy, relevancy, versatility, lack of visual stimuli to limit conceptualization, and eye contact. Techniques are presented for three components of the storytelling process: (1) finding a story to tell, (2) learning the story, and (3) telling the story. Variations in these techniques are described for stories taken from different sources including written or filmed stories, stories taken from personal experiences, and stories contrived solely from the imagination of the storyteller. (JMB)

ED 183 263 PS 011 238

*Offenberg, Robert M. And Others*

**Project PACT (Parents and Children Together): Evaluation of the Second Year, 1978-1979. Report No. 8037.**

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 79
Grant-G007700414
Note-19p.
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, Adult Education Programs, Adults, Educational Programs, Instructional Trips, *Language Arts, *Parent Education, Parent Influence, *Parent Participation, Parent Workshops, *Program Evaluation, *Spanish Speaking, Summer Programs, *Teaching Skills

This study was designed to evaluate Project PACT (Parents and Children Together), which was developed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School in Philadelphia, by involving Hispanic parents in the education of their children. The PACT project consists of two major programs: (1) a summer program designed to teach parents how to complement the education their children receive in school, and (2) a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The major activities of the project include teaching parents about school operation and curriculum, offering Spanish and English GED courses and Spanish and English language arts courses, and acquainting parents with the cultural resources of Philadelphia and neighboring cities. Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Children of participant parents had better English and Spanish reading scores than did other pupils in the school, and there was some evidence that parent participation was related to better pupil attendance. Analysis of interviews with parents conducted during the summer program revealed a statistically significant gain in their knowledge of ways to help their children in school work. The Spanish language arts class attracted too few participants to meet its enrollment objective, but in general the language arts and GED instruction of the school-year program appeared to have an effect on the participants as many of them earned GED high-school equivalency diplomas. (MP)

ED 183 262 PS 011 237

*Schaefer, Earl S. Edgerton, Marianna D.*

**A Method and a Model for Describing Competence and Adjustment: A Preschool Version of the Classroom Behavior Inventory.**

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-28 Aug 78

Contract-300-77-0309

Note-28p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978); Paper contains Classroom Behavior Inventory Preschool Form'

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Behavior Rating Scales, *Classroom Observation Techniques, *Competence, Day Care Services, Early Childhood Education, Measurement Techniques, *Preschool Children, Preschool Education, Student Adjustment, *Student Behavior, *Student Evaluation

A preschool version of the Classroom Behavior Inventory which provides a method for collecting valid data on a child's classroom behavior from day care and preschool teachers, was developed to complement the earlier form which was developed and validated for elementary school populations. The new version was tested with a pilot group of twenty-two teachers who rated 100 day care children, ranging in age from two to six years. Internal consistency of scales, inter-rater reliabilities and factor analysis support the usefulness of this method for research on preschool children. The Inventory includes scales of verbal intelligence, considerateness, hostility, extraversion, introversion, creative/curiosity, apathy, independence, dependence, task orientation and distractibility. These data replicate hierarchical configurational models for adaptive behavior that have been developed from a number of empirical studies of elementary school children. The method appears to have validity for cross sectional and longitudinal research and may contribute to screening and evaluation of child academic competence and social adjustment. (Author/MP)

ED 183 611 TM 800 018

# The Design and Implementation of the Validation of the Competency-Based Curriculum in Language Arts/English and Science. Year Two.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Oct 79
Note-265p.; Some tables are marginally legible
Pub Type- Reports - General (140)
**EDRS Price - MF01/PC11 Plus Postage.**
Descriptors-Basic Skills, *Behavioral Objectives, Curriculum Development, *Curriculum Evaluation, Data Processing, Educational Assessment, Elementary Education, English Curriculum, *Individualized Curriculum, Junior High Schools, Language Arts, *Performance Based Education, Program Descriptions, *Program Validation, Research Design, Science Curriculum, Sequential Programs
Identifiers-District of Columbia, *District of Columbia Public Schools

Data are presented in support of the validation of the competency-based basic skills curriculum which was implemented in the District of Columbia Public Schools in 1978-79. Strategies for conducting the validation are outlined in detail, including review of tests used, orientation of participants, integration of curricular hierarchies, and development of teaching methods. A description of overall data processing activity is included, as well as codes for each objective in the instructional sequence: language arts prekindergarten-grade 9; and science grades 1-9. Tables describing the number of students attempting and mastering each objective are included, as are charts illustrating the hierarchical relationships between objectives, and questionnaires used for data collection. The summary chapter indicates that the language arts/English and science curricula are sound, useful, and appealing; and that the validation model is effective, applicable, and worthy of being replicated. (GDC)

ED 183 632 UD 020 080

**Progress: A Report of Desegregation Trends in the States; Summer/Fall, 1979.**

Education Commission of the States, Denver, Colo. National Project and Task Force on Desegregation Studies.

Pub Date-79

Note-13p.; Not available in paper copy due to print format of original document

Journal Cit-Progress: A Report of Desegregation Trends in the States; Sum-Fall 1979

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090) - Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Court Cases, *Housing Discrimination, Legislation, Neighborhood Integration, *Racial Discrimination, *School Integration

The first part of the document, The Three R's: Race, Roll Calls & Real Estate: How the Ohio Legislature Enacted Fair Housing/Desegregation Reforms in 1979,'' by Peggy Siegel, discusses the efforts of the Ohio General Assembly to study alternatives to busing, and the State's role in reducing racial imbalance in the public schools. The relationship between residential and school segregation is examined. The second article, What have the Courts Said About the Relationship Between School and Residential Segregation?'' examines various Federal, State and city court cases concerning housing discrimination and school segregation. (RLV)

Services, Youth and Community facilities and their concentration among the deprived/disadvantaged population. It also describes the existence of special patterns of multiple disadvantages which affects them as well as the existence of special needs which derive partly from their newness to this society and partly from their cultural backgrounds. (Author)

creation of magnet schools, voluntary school pairing, the Alternative for Middle Years program, and academics plus'' schools. Magnet schools at the junior and senior high school levels have been successful in drawing students from all over the city and from private schools in order to study music and arts, engineering, science and mathematics. In order to avoid the danger that magnet schools might detract from the quality of instruction in other schools, the city has developed a plan to raise the academic achievement of all students through alternative schools and back-to-basics programs in which students, parents, and school personnel all participate in decision making. Finally, the pairing of predominantly white with predominantly black schools has resulted in successful mergers from the point of view of racial composition and academic goals. The Philadelphia experience demonstrates that it is possible to desegregate urban schools by offering freedom of choice. (Author/GC)

ED 183 701 UD 020 375

*Gottfredson, Gary D. Daiger, Denise C.*

**Disruption in Six Hundred Schools.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-CSOS-R-289

Pub Date-Nov 79

Grant-NIE-G-78-0210

Note-262p.; Appendix D may be marginally legible due to small print

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors-*Community Characteristics, *Crime, Economic Disadvantagement, *Institutional Characteristics, School Administration, *School Vandalism, Secondary Education, Secondary School Students, Secondary School Teachers, Teacher Administrator Relationship, Unemployment, *Violence

Rates of teacher and student victimization are examined in a sample of over 600 public junior and senior high schools using questionnaire data from teachers, students, and principals, and 1970 census data about the communities within which the schools are located. Factor analysis was used to guide the development of scales measuring community and school characteristics. A path model was used to structure the application of statistical controls in assessing the contributions of school characteristics to the explanation of victimization rates. Results imply that rates of teacher victimization are strongly tied to the degree of poverty and unemployment in the surrouqding community, and are high in urban areas. Student victimization rates are more independent of community characteristics. Even after statistical controls for community characteristics and the social and demographic composition of the school are applied, a number of school characteristics are moderately associated with victimization rates. These include the ways rules are administered, and the degree of cooperation between administration and teachers. Implications of the research are spelled out in nontechnical language in a final chapter which may be read by readers interested only in an overview of the major findings. (Author)

ED 183 656 UD 020 272

**Title IX Signposts; A Technical Assistance Manual for SEA, LEA and SDAC Sex Equity Personnel. Field Review Draft.**

California State Dept. of Education, Sacramento.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-157p.; Prepared in collaboration with the Resource Center on Sex Equity.

Pub Type- Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors-*Elementary Secondary Education, Equal Opportunities (Jobs), *Federal Legislation, Grievance Procedures, *Physical Education, *Sex Discrimination, Sex Fairness, *Vocational Education

Identifiers-*Title IX Education Amendments 1972

Designed to aid those who provide technical assistance to school districts in the implementation of sex equity in educational programs, this document includes Office of Civil Rights (OCR) regulations and interpretations for enforcement with local educational agencies (LEAs); ramifications of the law for LEAs and State educational agencies (SEAs); questions and answers which LEA and SEA personnel would typically ask for each section of the regulatory statements; citations of additional references including current case law and additional Federal legislation; and a listing of the recommended documentation districts should have on hand should Title IX investigation be imminent. (Author/RLV)

ED 183 679 UD 020 310

**Hearing on Title I, Elementary and Secondary Education Act Regulations. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session on H. Res. 423.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-16 Oct 79

Note-232p.

Available from-Superintendent of Documents, U.S. Government Printing office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors-*Compensatory Education, *Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Aid, Federal State Relationship, Government School Relationship, *Hearings, Policy Formation, State Federal Aid

Identifiers-*Elementary Secondary Education Act Title I

This is the text of a 1979 hearing requesting that the Secretary of the Department of Health, Education, and Welfare delay issuance of any new final regulations under Title I of the Elementary and Secondary Education Act until that department has conducted a review of the proposed regulations and has completed a comprehensive revision of such regulations. Statements and letters by Federal and State education officials are included in the volume to support the contention that the current regulations lack clarity and that because of this confusion, States have been in violation. (WP)

ED 183 612 TM 800 020

*Stalford, Charles B.*

**Educational Evaluation 1979: A View from NIE.**

Pub Date-Sep 79

Note-28p.; Paper presented at the Annual Meeting of the Evaluation Network (5th, Cincinnati, OH, September 24-25, 1979); Appendix is marginally legible

Pub Type- Opinion Papers (120) - Reports - General (140) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Educational Research, *Evaluation, Evaluation Methods, *Evaluation Needs, Federal Government, *Government Role, Government School Relationship, Needs Assessment, Program Evaluation, *Research Committees, Research Needs, *Research Opportunities, Technical Assistance

Identifiers-Cities in Schools, *National Institute of Education, Push for Excellence Program

The Testing, Assessment, and Evaluation Division (TAE) of the National Institute of Education was created during a reorganization in 1978. Some of TAE's activities have included: identifying research needs; long-range planning for federally-sponsored evaluation research; reviewing evaluation methodologies; comparing local vs. large national evaluation projects; and monitoring ongoing evaluation research and testing programs. TAE has prepared a planning paper, Why Study Evaluation?,'' which discusses three areas of concern: (1) assistance to decision makers to become better consumers of educational evaluations; (2) technical issues concerning evaluation methodology; and (3) the political context of evaluation, which includes the role of the evaluator in program improvement. Current field evaluations focus on two urban improvement programs, Cities in Schools and Push for Excellence. Diverse approaches are likely to be taken in evaluating these programs. ( Why Study Evaluation?'' is appended). (GDC)

ED 183 633 UD 020 134

**Five Year Progress Report, 1973-1978.**

New York City Public Schools, Brooklyn, N.Y.
Pub Date-78
Note-164p.; Maps will not reproduce clearly.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC07 Plus Postage.**
Descriptors-*Annual Reports, Basic Skills, *Boards of Education, Elementary Secondary Education, Parent Participation, Pupil Personnel Services, School Community Relationship
Identifiers-*New York City Board of Education

Part I of this progress report consists of an overview of the operations of the following offices and divisions of the New York City Board of Education: High School Division; Division of Special Education and Pupil Personnel Services; Office of Labor Relations and Collective Bargaining; Division of Community School District Affairs; Division of Personnel; Division of Business and Administration; Division of Educational Planning and Support; Division of School Buildings; and the Office of the Deputy Chancellor. Part II consists of the 1976-77 Annual Reports of the 32 Community School Districts. These reports highlight improvement in basic skills, parent and community involvement, health and safety programs, pupil personnel services, and contain descriptions of the school districts. (RLV)

ED 183 657 UD 020 273

*Thomas, Gerald Eugene*

**Perceptions of Racial Equity: An Analysis of Afro-American Studies Students.**

Pub Date- 77

Note-18p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Black Students, Black Studies, *Caucasian Students, *Employment Opportunities, *Equal Opportunities (Jobs), Higher Education, Promotion (Occupational), *Racial Differences, Sex Differences, *Student Attitudes

Identifiers-Thomas Equity Perception Scale

This study examined white versus black student perceptions of black life chances. One hundred and fifty seven black and white students of Afro-American Studies at a large midwestern university were administered the Thomas Equity Perception Scale (TEPS). Black students perceived more job situation advancements (i.e., initial hire and career development) for whites than for themselves. White students had more of a tendency to see equal opportunity for blacks in America than did blacks. There was no significant sex difference among whites on the TEPS as a general measure. However, on the item regarding initial hire opportunities, white male scores yielded a significant difference compared to black male and female subjects. White males perceived blacks as having more than an equal chance of being hired. (Author/RLV)

*La Belle, Thomas J. White, Peter S.*

**Educational Policy and Intergroup Relations: An International and Comparative Analysis.**

Pub Date- 79
Note-74p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-Access to Education, Caste, *Cross Cultural Studies, *Educational Policy, Ethnic Groups, *Foreign Countries, *Intergroup Relations, *Minority Groups, *Nondiscriminatory Education, Social Integration, Socialization

In many countries today it has become increasingly common for educational planners, administrators, and practitioners to more carefully attend to the needs of ethnic, class, caste, and other minority groups for increased access to and participation in schools. Schools are thought to be important institutions in this regard as they are perceived by subordinate groups as vehicles of social mobility. This paper presents a framework for analyzing school policies as they relate to societal integration in multiethnic societies. The framework points to two cultural and structural tendencies common to the integration process: homogenizing or centripetal and differentiating or centrifugal tendencies. These are apparent in the following examples of school policies: the control of educational decisions; access to schooling; how the early and later schooling experiences are articulated; the curricula; the selection and training of teachers; and the choice of language for instruction in the schools. This paper places the school policies, group tendencies, and societal integration mechanisms into a particular socio-cultural context by discussing four types of intergroup relations based on cultural and structural criteria. Using examples from various countries, based on these four types of intergroup relations, it is shown that overall societal tendencies are reflected in each nation's educational policies toward subordinate groups. (Author/RLV)

ED 183 702 UD 020 376

*Becker, Henry Jay*

**Racially Integrated Neighborhoods: Do White Families Move In? Which Ones?**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-287
Pub Date-Nov 79
Grant-NIE-G-78-0210
Note-46p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Blacks, Caucasians, *Family Characteristics, *Integration Effects, *Migration, Migration Patterns, Neighborhood, *Neighborhood Integration, Population Trends, *Racial Composition, Racial Segregation
Identifiers-Hispanics, New Jersey, New York, Pennsylvania, *White Flight

It is widely believed that neighborhoods that are substantially racially integrated will resegregate, becoming overwhelmingly black over a few years. This belief follows from the assumption that few white families will move into a racially mixed neighborhood. Using data from the Neighborhood Characteristics File of the 1970 Census, Mid-Atlantic geographic division, this study shows that while families not of Spanish heritage (Anglos) are continuing to move into neighborhoods with substantial proportions of black or Hispanic residents, and that any rapid racial turnover is due to high Anglo out-migration and not an absence of Anglo in-migrants. The paper compares Anglo households who moved into integrated neighborhoods in the Mid-Atlantic division with households who selected all-white neighborhoods. Variables measured for this comparison include owner/renter status, family income, presence of children in the household, percentage of families enrolling children in public versus private schools, and background characteristics of the head of household. Implications of these results with regard to future housing conditions, when the black demand for housing in neighborhoods adjacent to black ghettos may decline, are discussed. References and statistical data are appended. (Author/MK)

ED 183 634 UD 020 149

*Walker, Maria Ogletree, Earl J.*

**Latino Parents' Evaluation of Bilingual Education.**

Pub Date- 75
Note-75p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Bilingual Education, Elementary Education, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Puerto Ricans, Surveys
Identifiers-*Bilingual Education Act 1968, Illinois (Chicago)

The data collected for this study of attitudes of Puerto Rican parents toward bilingual education were obtained from parents whose children attend schools in Chicago's District 6 having bilingual programs. A 39 item attitude inventory was developed and administered to 150 parents: 75 of them parents with children enrolled in a bilingual program, and 75 of them parents with children who were not enrolled in a bilingual program. Four independent indices based on grouping of the 39 questions were used: (1) parental involvement in bilingual programs; (2) parental knowledge of and training in bilingual education; (3) parental evaluation of the school's bilingual program; and (4) parental opinions of the purposes and functions of bilingual programs. Analysis of the data showed that there was a significant difference between the two groups of parents. Parents with children in bilingual education programs had a higher level of participation in bilingual programs; showed increased knowledge of the purpose of bilingual education; and played a greater part in the evaluation of bilingual education programs. (Author/RLV)

ED 183 613 TM 800 021

*McLarty, Joyce R.*

**Establishing Passing Scores.**

Pub Date-Nov 79
Note-36p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 15-16, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Criterion Referenced Tests, *Cutting Scores, Decision Making, *Evaluation Criteria, *Mastery Tests, *Psychometrics, *Social Values, Test Interpretation

The problem of establishing appropriate passing scores is one of evaluation rather than estimation and not amenable to exact solution. It must therefore be approached by (1) identifying criteria for judging the acceptability of the passing score, (2) collecting the data appropriate to assessing each relevant criterion, and (3) judging how well the criteria are met within successively restricted score ranges uqtil convergence on the best possible passing point is reached. Two major features of passing scores are identified: the psychometric (score) components and the decision (passing) components. A review of the literature suggests that criteria appropriate to the psychometric components include the validity, reliability, and accuracy of the test within the range of concern. Criteria appropriate to the decision components include ethics and morality, acceptability, revisability, socio-political awareness, educational benefit, efficiency, and explainability. Each criterion is discussed in terms of its relevance to typical situations and of the types of data necessary to assess it. The problems of multiple test forms, post remediation reassessments, subgroups of examinees with special needs, and the assessment of multiple content areas (as in high school minimum competency testing) are discussed. An example of a process by which an appropriate passing score can be established is offered. (Author/JKS)

ED 183 658 UD 020 274

*Gleiter, Caroline Davis And Others*

**The State of Civil Rights: 1979.**

Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 80
Note-44p.; Footnotes marginally legible.
Pub Type- Reports - General (140)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Affirmative Action, *Civil Rights, *Civil Rights Legislation, *Educational Discrimination, *Equal Opportunities (Jobs), *Housing Discrimination, Housing Opportunities, Immigrants, Police, Racial Discrimination, School Integration, Sex Discrimination, Voting Rights

The status of civil rights in housing, education, and employment is reviewed in this report. Among the conclusions are: (1) although 1979 court decisions helped to remedy discriminatory housing policies and practices, housing discrimination remains widespread throughout the United States, and decent housing for older persons, minorities, and female-headed households is still undelivered, (2) despite court decisions and legislation, equal educational opportunity is still an unrealized goal; and (3) although affirmative action programs have been increasingly used to improve employment opportunities for minorities and women, and although various laws prohibit discrimination in employment, unemployment levels for minorities and women remain intolerably high. Additional civil rights issues discussed include voting rights, police practices, and immigration. (Author/RLV)

ED 183 635 UD 020 156

*Wiegers, Nancy And Others*

**Sex Discrimination in Schools: A Student Perspective. A Student Guide to Equal Rights: Part 1.**

Massachusetts State Dept. of Education, Boston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Note-23p.; For related documents see UD 020 157-158

Pub Type- Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Career Choice, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), *Females, Males, Minority Groups, Racial Discrimination, *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Socialization, Vocational Education

Identifiers-*Title IX Education Amendments 1972

This student guide dicusses the problem of sex discrimination: what it is, where it exists in schools, how it can affect the lives of males and females, and how Title IX can help end discriminatory practices. Written by a group of high school students, this document defines sex discrimination, and gives examples of sex discrimination, sex bias, and sex role stereotyping in the schools in such areas as course selection, guidance and counseling, and textbook development and selection. Problems of career choice are shown to be, in part, a result of sex role stereotyping in the schools. The special problems of young men and women in vocational schools and of minority women are discussed. (Author/RLV)

ED 183 681 UD 020 312

*Morrison, Peter A. And Others*
**Recent Contributions to the Urban Policy Debate.**
Rand Corp., Santa Monica, Calif.
Report NO.-Rand-R-2394-RC
Pub Date-Mar 79
Note-40p.; Not available in paper copy due to institution's restriction; Briefing papers presented at the annual meeting of Rand's Board of Trustees (April 13, 1978)
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*City Demography, *City Improvement, *City Problems, Commuqity Characteristics, Community Study, Economic Development, Federal Aid, *Federal Programs, *Government Role, Migration Patterns, Program Effectiveness, *Public Policy, Urban Renewal
Identifiers-*Rand Corporation

This report contains the text of five briefings on research in Rand's Urban Policy Analysis program. Brief History of Rand's Urban Policy Analysis Program,'' by Barbara R. Williams, discusses the changing Federal role in urban policy, problems encountered in Rand's attempt during the early 1970s to examine the central policy problems of cities at different points along the continuum of growth and decline, and the development of Rand's later interest in defining a conceptual framework for assessing Federal policy impacts. Urban Policy: The Demographic Context,'' by Peter A. Morrison, examines urban population trends including population dispersal, migration patterns, and changing household composition. The Urban Impacts of Federal Policies,'' by Roger J. Vaughan, describes a Rand study investigating the reasons why jobs and people have been leaving many cities and the role of Federal policies in this process. Federal Response to Urban Economic Development Problems,'' by Georges Vernez, examines the characteristics and effectiveness of Federal programs providing assistance directly to cities or their residents. Contributions to Urban Policy and Directions for Future Research,'' by Barbara R. Williams, discusses the contributions made by Rand's Urban Policy Analysis Program and suggests directions for future research. (Author/BE)

ED 183 703 UD 020 377

*Hansell, Stephen Slavin, Robert E.*

**Cooperative Learning and Interracial Friendships.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-285
Pub Date-Sep 79
Grant-NIE-G-78-0210
Note-22p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Black Students, Caucasian Students, *Friendship, Grade 7, Grade 8, *Group Activities, Junior High Schools, Peer Relationship, *Race Relations, *Small Group Instruction, Social Integration, *Teamwork, Urban Schools

Identifiers-Student Teams Achievement Divisions

Several recent studies have shown that when black and white students work together on biracial learning teams, they make more cross-racial friendships than students in traditional classrooms. This study is a secondary analysis of one of these studies, conducted to discover for whom the effects of cooperative learning are the greatest. The sample was 402 seventh and eighth grade students in twelve inner-city English classrooms. Classes were randomly assigned to team learning or control classes for a ten week period. The team learning classes used Student Teams-Achievement Divisions, a cooperative learning technique described by R.E. Slavin. Results indicated that the treatment increased cross-race friendships equally for students of different sexes, races and achievement levels. Further analyses revealed that new cross-race friends tended to be mutual instead of unreciprocated friends and to be among the first six friends named on the sociometric questionnaire rather than more distant choices. (Author/MK)

ED 183 659 UD 020 275

# Digest of Significant Case-Related Memoranda Issued by the Office of Standards, Policy and Research, Office for Civil Rights, June and July 1979, Volume 1 Number 2.

Office for Civil Rights (DHEW), Washington, D.C.
Pub Date-79
Note-38p.; Not available in paper copy due to reproduction quality of original
Pub Type- Legal/Legislative/Regulatory Materials (090)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Civil Rights, *Federal Legislation, Handicapped, Mentally Handicapped, Pregnant Students, Racial Discrimination, Sex Discrimination
Identifiers-Civil Rights Act 1964 Title VI, Rehabilitation Act 1973, Title IX Education Amendments 1972

The Office of Standards, Policy and Research reviews cases and responds to inquiries from within the Office of Civil Rights (OCR) to ensure that compliance determinations are consistent with established policy. This report consists of summaries of significant case-related policy clarification memoranda issued during June and July 1979. The cases summarized fall under three Federal laws: Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; and Section 504 of the Rehabilitation Act of 1973. (RLV)

ED 183 614 TM 800 023

*Schmidt, Richard E. And Others*

**Evaluability Assessment: Making Public Programs Work Better. Human Services Monograph Series. Number 14.**

Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Report NO.-DHEW-OS-76-130

Pub Date-Nov 79

Note-110p.

Pub Type- Books (010) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors-Administrative Personnel, Data Collection, Decision Making, Expectation, *Federal Programs, Information Utilization, Measurement, Models, Policy, *Program Descriptions, *Program Evaluation, *Program Improvement, Reliability

Identifiers-*Evaluability Assessment, Urban Institute

Evaluability assessment is a descriptive and analytic process intended to produce a reasoned basis for proceeding with an evaluation of use to both management and policymakers. It was jointly developed by the members of the program evaluation group of the Urban Institute between 1968 and 1978. The approach begins by obtaining management's description of the program. The description is then analyzed to determine whether it is: complete, acceptable to the policymakers, and a valid representation of the program as it actually exists. Three types of models are used: logic models, function models, and measurement models. The evaluator determines whether management's expectations are plausible, whether its evidence is reliable, and whether the program is feasible to develop. Perhaps the most common problem affecting federal programs is unrealistic expectations, most likely resulting from a management decision which is invalid, implausible, or unacceptable to policymakers. A task for the evaluator is to construct alternatives wherever possible. The final step is to implement evaluability assessment findings. (Author/CTM)

ED 183 636 UD 020 157

*Wiegers, Nancy And Others*

**Title IX: An Overview of the Law for Students. A Student Guide to Equal Rights: Part 2.**

Massachusetts State Dept. of Education, Boston. Bureau of Educational Information Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 76

Note-39p.; For related documents see UD 020 156 and UD 020 158

Pub Type- Guides - General (050)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Civil Rights Legislation, Elementary Secondary Education, Federal Aid, *Federal Regulation, *Guides, Higher Education, School Law, *Sex Discrimination, *Sex Fairness, *Student Rights

Identifiers-*Title IX Education Amendments 1972

Title IX is a Federal law prohibiting discrimination in education on the basis of sex. This booklet was written to introduce students to the Law and its implications. Topics covered include: (1) schools affected by the regulations; (2) admissions to schools; (3) entrance to courses; (4) counseling and guidance; (5) extracurricular activities; (6) athletics and competitive sports; (7) marital and parental status; (8) school rules and regulations; (9) student services and benefits; (10) financial aid; (11) curricular materials; (12) facilities; (13) employment; and (14) self-evaluation and affirmative action. Appended to the booklet is information about types of schools, a resource bibliography, and a guide to HEW regional offices. (MK)

ED 183 704 UD 020 378

*Braddock, Jomills Henry, II*

**The Perpetuation of Segregation Across Levels of Education: A Behavioral Assessment of the Contact Hypothesis.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSOS-R-286
Pub Date-Oct 79
Grant-NIE-G-78-0210
Note-28p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Adjustment (to Environment), *Black Students, *College Choice, College Integration, Educational Background, Experience, Grade Point Average, Higher Education, *Institutional Characteristics, Integration Methods, *Racial Integration, *School Integration, Sex (Characteristics), Socioeconomic Backgrouqd, Student Attitudes

Using data from a survey of 265 randomly selected black students attending two predominantly black and two predominantly white colleges in Florida, this study examines the hypothesis that black students who attend desegregated high schools are more likely to attend desegregated colleges. Sex and social class as background variables along with schooling and achievement factors (high school racial composition and grade-point average) and college inducements (academic reputation, financial aid, low cost) are linked in a causal model to the predominant racial type of the college attended. The results indicate that choice of a desegregated college (predominantly white college) depends on various types of antecedents; however, desegregation practice the experience of having attended a desegregated high school manifests some of the largest direct and total effects among the total set of predetermined variables in the model. Only grade-point average and college cost show larger total and unmediated effects. Implications for school desegregation policy are considered. (Author)

ED 183 660 UD 020 277

**Some of My Best Friends... A Report on Race Relations Attitudes. Reference Series No. 8.**

Community Relations Commission, London (England).
Pub Date-Feb 76
Note-44p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Blacks, Caucasians, Culture Contact, Immigrants, *Minority Groups, *National Surveys, *Race Relations, *Racial Attitudes, *Racial Discrimination
Identifiers-*Great Britain

This report sets out the results of a survey of what people from majority and minority groups think about race relation matters in Britain. The main conclusions are: (1) The concentration of minorities in urban areas has had the result that half of the population still see the area where they live as all white'' and 9 out of 10 see it as all white'' or mainly white.'' A very similar pattern applied to place of work. (2) White people's attitudes appeared to separate immigration'' from race relations.'' They were generally hostile to immigration: but accepted, albeit reluctantly, that Britain is a multiracial country and showed willingness to learn to live with it. (3) Young white people were markedly more tolerant and optimistic than older people. (4) There was substantial agreement betweeen majority and minority group members on a very wide range of issues, including the assessment of the importance of discrimination and disadvantage in determining the situation of minorities in Britain. (5) There was a favorable reaction to suggestions for overcoming barriers created by language and cultural differences and for stronger anti-discrimination legislation. (Author/BV)

ED 183 682 UD 020 316

*Scott, Ralph Davis, Arthur, Jr.*

**Preschool Education and Busing: Do We Have Our Priorities Straight?**

Pub Date-79
Note-7p.; Paper presented at National Urban Education Association's National Conference on Urban Education (5th, Detroit, MI, November 17-20, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, Early Experience, *Enrichment Programs, Family Environment, *Family Involvement, *Home Programs, Learning Readiness, *Preschool Education, Program Descriptions, Resource Allocations
Identifiers-*Home Start Program

This report examines the procedures employed in the Home Start Program, which offered prekindergarten readiness enrichment for economically disadvantaged children, ages two through five. The program focused on regular visits to the home by paraprofessional home workers, and took into account parental needs as well as the multifaceted development of all the children in the family. The authors examine various data which indicate that the children participating in the program secured higher achievement scores than their siblings who did not participate. They conclude that if the racial gap in academic achievement is to be closed, it is counterproductive to direct resources into busing to achieve that goal. It is urged that greater attention be given to home-centered enrichment during the preschool years. (Author/WP)

ED 183 615 TM 800 026

*Fischbein, Siv*

**Heredity-Environment Influences on Growth and Development During Adolescence. A Longitudinal Study of Twins. Studies in Education and Psychology 4.**

Stockholm School of Education (Sweden). Dept. of Educational Research.
Pub Date-27 Mar 79
Note-59p.; The supplement has been removed because it contains copyrighted reprints of nine references.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Achievement Tests, Adolescents, *Aptitude Tests, Body Height, Body Weight, Correlation, Educational Policy, Elementary Secondary Education, *Environmental Influences, Equal Education, Growth Patterns, *Heredity, Longitudinal Studies, Mastery Learning, Socioeconomic Status, *Twins
Identifiers-Sweden

A summary and discussion of a series of studies considered the dilemma that equal educational treatment of all children in public schools appears likely to increase the spread of differences among them in educational achievement. Longitudinal studies of pairs of identical and of fraternal twins in Sweden from 10 to 18 years of age considered the similarity within pairs in height and in weight over a span of six years for girls and eight years for boys. Similar studies of correlations in test scores for verbal, mathematical, inductive reasoning, and perseveration abilities led to the conclusion that the achievement tests showed more environmental and less genetic influence than the aptitude tests. Studies of achievement test results in relation to socioeconomic levels showed a large decline from third to sixth grade in the correlation for fraternal twins in the lower socioeconomic group but not for identical twins and not for twins in the higher socioeconomic groups. The studies proposed mastery learning as a method for attaining equality of learning outcomes and concluded that genetic and environmental effects and their interactional and correlational effects can be manipulated by varying environmental permissiveness or restrictedness. (CTM)

ED 183 637 UD 020 158

*Wiegers, Nancy And Others*

**Title IX: An Action Guide for Students. A Student Guide to Equal Rights: Part 3.**

Massachusetts State Dept. of Education, Boston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-44p.; For related documents see UD 020 156-157
Pub Type- Guides - General (050)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Activism, *Change Strategies, Civil Rights Legislation, Elementary Secondary Education, *Federal Regulation, *Guides, Higher Education, School Law, Sex Discrimination, *Sex Fairness, *Student Participation, Student Rights
Identifiers-*Title IX Education Amendments 1972

This booklet, written for students, discusses ways that students can work to end sex discrimination where it exists in their schools. Information is included on how to file a grievance; how to work with students, administrators and teachers on Title IX; how to run workshops; and how to publicize issues related to Title IX. Appended are a bibliography of resources; samples of compliance checklists, complaint letters, letters of confirmation, and newsletters; workshop designs; a student athletic interest inventory; an Office of Civil Rights directory; and a glossary. (Author/MK)

ED 183 661 UD 020 280

*Starr, Irving S. Freedman, Albert I.*

Hartford Higher Education Hispanic Project: Year End Narrative Report - Oct. 2, 1979 Hartford Univ., West Hartford, Conn.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-15p.; Research prepared through the Hartford Higher Education Hispanic Project.
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Basic Skills, *College Preparation, English (Second Language), Higher Education, Program Descriptions, *Remedial Programs, *Spanish Speaking, Study Skills
Identifiers-*Connecticut (Hartford), *Hartford Higher Education Hispanic Project

This report describes a personalized English proficiency, basic skills development, and personal counseling program to help Hispanics in Hartford, Connecticut to enter and successfully complete college. The program is jointly implemented by the University of Hartford, the Greater Hartford Community College, and Hartford State Technical College. The keystone of this program is a Learning Skills/Resource Center which provides multiple services focusing on the needs of Hispanics. The Intensive Summer Service and Fall Semester (1979-80) Services are described with emphasis on English as a second language, reading, mathematics, and study skills. Information on recruitment of participants, community outreach, student advocacy, resource gathering, personal and supportive services, collaboration efforts and continuing project activity, is provided. (RLV)

ED 183 683 UD 020 317

*Nyangoni, Betty*

**The Media Is the Message: Using the Media to Improve School Attendance.**

Pub Date-78
Note-11p.; Paper presented at the Annual Convention of the International Association of Pupil Personnel (64th, St. Louis, MO, October 18, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Attendance, Audiovisual Aids, *Community Education, *Instructional Media, *Mass Media, News Media, Radio, Television, *Truancy

The problem of truancy and irregular school attendance is widespread in urban, suburban, and rural school districts. The media have interesting and far-reaching capabilities for combating this problem. Possible uses of the print media in this area include posters, bumper stickers, billboards, leaflets and flyers, handouts, buttons, T-shirts, newspapers, and so forth. The electronic media, including radio, television, tapes and records, could be employed in the form of talk shows, interviews, spot announcements, news, and public service announcements. The most effective and productive use of the media to promote school attendance would entail: (1) targeting the population; (2) deciding on the message; (3) deciding on the specific means or vehicle; (4) arranging for production; (5) placing, displaying, or distributing the product; and (6) utilizing the evaluation data to improve the entire message. (Author/RLV)

ED 183 705 UD 020 382

*Brooks, Thomas E. Langford, Karla D.*

**ESAA Magnet/Pilot Project, Final Evaluation Report, 1978-79.**

Saint Louis Public Schools, Mo.
Pub Date- 79
Note-94p.; Not available in paper copy due to light print; Report compiled by the Emergency School Aid Act Unit
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Achievement, Achievement Rating, Elementary Secondary Education, Enrollment Rate, *Magnet Schools, *Pilot Projects, *Program Evaluation, Race Relations, *School Integration, Social Isolation, *Social Relations
Identifiers-*Emergency School Aid Act 1972, Missouri (Saint Louis)

The magnet schools program in St. Louis supported seven elementary and three secondary level programs. In addition, three pilot programs on the secondary level were established. The programs were evaluated in terms of basic skills achievement and social relations (defined as decreased racial isolation). Statistical analyses of achievement data showed varying but high levels of achievement on the primary level. Elementary magnet school students were shown to achieve at the same level as students in regular school programs. Real differences were not found in comparisons of achievement levels between magnet and regular secondary programs. However, differences were found among individual secondary level magnet programs. Comparisons of pilot and regular school programs showed significantly higher levels of achievement in pilot schools. Social relations data points to differences in opposite directions in black and white students' perceptions of relationships among students and between students and school administrators. Variability of experiences was reflected in teachers' responses to social relations scales, with differences seen between perceptions of black and white teachers. Analysis of enrollment retention rates showed a 50.4% rate for magnet schools with no comparable information from regular programs. Tables and graphs of statistical data are included. (MK)

ED 183 638 UD 020 225

*Macchiarola, Frank J.*

**Summary of Citywide Results on New York State Competency Tests. Memorandum to the Members of the Board of Education.**

New York City Board of Education, Brooklyn, N.Y.

Pub Date-7 Sep 79

Note-7p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-English, *High School Students, *Junior High School Students, Mathematics, *Minimum Competency Testing, Reading, Secondary Education, *Test Results, Writing

Identifiers-*New York, *New York (New York)

This document provides a brief review of the New York State Basic Competency Tests (BCT), Preliminary Competency Tests (PCT) and Regents Competency Tests (RCT), together with a summary of the results of the tests administered in New York City in Spring, 1979. Test requirements for 1979, 1980, and 1981 are outlined, as well as administrative decisions recommended by the State Education Department based on the results of the 1979 PCTs. (Author/RLV)

ED 183 616 TM 800 027

*Heger, Herbert K.*

**How to Analyze Verbal and Nonverbal Classroom Communication.**

Pub Date-76
Note-52p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Classroom Communication, *Classroom Observation Techniques, Evaluation Methods, *Interaction Process Analysis, *Nonverbal Commuqication, Scoring, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Test Interpretation, *Verbal Communication

Identifiers-*Miniaturized Total Interaction Analysis System, Test Manuals

Based upon the communications process model of teaching and learning, the Miniaturized Total Interaction Analysis System (Mini-TIA) establishes a conceptual framework for observing symptomatic classroom behaviors. It provides a means for the evaluation of classroom communication. Interpersonal communication is defined as either verbal (using words) or nonverbal (involving gestures, mannerisms, and intonations of delivery). Mini-TIA is designed to focus on all aspects of communication; to emphasize content, personal development, and institutional aspects of communication events; to allow for student and teacher behavior; and to consider the students' perceptions of the communicative process. It is designed for use in large groups, and uses the time sampling technique in which each encoded event is given equal importance. The seven categories are: (1) reinforcement by the teacher; (2) use of student idea by the teacher; (3) content presentation by teacher; (4) control of students by teacher; (5) student talk about content; (6) student talk about personal needs; and (7) silence or multiple talking. (Detailed instructions for coding, tallying of results, and constructing an interpretive matrix are included). (GDC)

ED 183 662 UD 020 281

*Edwards, Frances L.*
**Sociocultural Dialects and School Achievement.**
Pub Date-Sep 79
Note-16p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Academic Achievement, *Black Dialects, Blacks, Educational Researchers, Elementary Secondary Education, *Failure Factors, *Lower Class Students, *Nonstandard Dialects, Psycholinguistics, *Sociolinguistics

This paper deals with the claims concerning the presumed language deprivation of lower-class blacks, and the findings of sociolinguists that refute these claims. The author asserts that the perceived deficiencies of non-Standard English were largely the product of middle-class intuitive assumptions concerning lower-class speech, and that recent investigators have shown that the relationship between the use of certain sociocultural language varieties and school failure is correlational, at best. Assumptions that (1) black children enter school being almost devoid of language; (2) there is more reliance on non-verbal communication in lower-class homes; (3) language is terse and not necessarily grammatical in lower-class homes; (4) lower-class language is inadequate as an aid and tool in abstract conceptualization: and (5) lower-class language serves as a means of social distinction which can limit opportunities for upward mobility, are discussed in light of recent research. Also discussed is the role of schooling in the perpetuation of social stratification. (Author/RLV)

ED 183 684 UD 020 318

**Martin Luther King Junior Elementary School Children, et. al., Plaintiffs, v. Ann Arbor School District Board, Defendant; Memorandum Opinion and Order. Civil Action No. 7-71861.**

District Court, Detroit, Mich. Eastern District of Michigan Southern District.

Pub Date-24 Aug 79

Note-30p.; Not available in paper copy due to light, broken print

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Black Dialects, *Black Students, Board of Education Policy, *Court Litigation, *Educational Legislation, Elementary Education, *English Instruction, Inservice Teacher Education, *Reading Instruction

Identifiers-*Michigan (Ann Arbor)

This document contains the text of a United States District Court decision on a Michigan school district's proposed plan designed to help the teachers at a local elementary school (1) to identify those children who speak Black English and to determine the language spoken as a home or community language, and (2) to employ that knowledge in teaching such children how to read standard English. The plan was ruled acceptable by the Court on the basis that it complies with a Federal law which holds that no State shall deny equal educational opportunity to an individual because of the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its educational programs. The text of the Ann Arbor School District Board plan is also included in this document. The plan details the method by which teachers will be provided, primarily through inservice training, with the skills necessary to identify speakers of Black English and to teach them to read standard English. (GC)

ED 183 706 UD 020 383

*Taylor, Sandra C., Ed. Baldauf, Richard B., Jr., Ed.*

**Aboriginal and Islander Education: Perspectives and Change.**

James Cook Univ. of North Queensland, Townsville (Australia).

Pub Date-Jun 79

Note-36p.; Proceedings of a Seminar at James Cook University (Townsville, Queensland, Australia, October 7-8, 1978)

Pub Type- Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Change Strategies, *Educational Improvement, *Educational Problems, *Educational Resources, Educational Strategies, Elementary Secondary Education, Foreign Countries

Identifiers-*Aboriginal People, *Australia, Torres Straits Islanders

The seminar in this report focused on perspectives, recent developments, directions for improvement, and community involvement with regard to the education of Aboriginal and Torres Strait Islander children in Australia. The seminar underscored that there is considerable interest in Aboriginal and Islander education with attention centered on human and curricular resources available to improve education. Workshop reports are included on the following topics: (1) Aboriginal and Islander adolescents; (2) language programs; (3) multi-ethnic curriculum development; (4) Aboriginal and Islander children in urban schools; and (5) resources for learning. (MK)

ED 183 639 UD 020 230

*Iadicola, Peter Moore, Helen*

**The Desegregated School and Status Relations among Anglo and Minority Students: The Dilemma of School Desegregation.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jul 79
Grant-PHS-MH-26607-03
Note-41p.; Not available in paper copy due to light print
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Acculturation, Black Students, Caucasian Students, Elementary Secondary Education, Grade 6, *Integration Effects, *Race Relations, *School Integration, *Self Concept, Sex Differences, *Social Status, Socioeconomic Status, Spanish Speaking

This paper discusses the possible incongruence between the two policy goals of desegregation: assimilation and improvement of intergroup relations through the reduction of prejudice by means of equal status contacts between students. The congruence between the two goals was tested by determining the effects of a school environment conducive to assimilation upon status relations between sixth grade Anglo, black, and Hispanic students. It was found that as both the percentage of Anglo students and socioeconomic status of the school increases, so does the level of status inequality between Anglo and minority students. Black males and Hispanic females were found to experience the highest level of status inequality in their relations with Anglo students. Thus, it was shown that by placing minority students in an environment conducive to assimilation, a process develops by which there is replication and reinforcement of the status inequalities found in the dominant society. (Author/RLV)

ED 183 617 TM 800 029

*Bell, Michael S. Gagne, Ellen D.*
**Individual Differences and the Use of Analogies in Technical Text.**
Pub Date- 79
Note-22p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Cognitive Processes, *Cognitive Style, Concept Formation, Cues, Higher Education, *Learning, Memory, *Reading Comprehension, *Recall (Psychological), Verbal Ability, Verbal Tests
Identifiers-*Analogical Reasoning, *Aptitude Treatment Interaction

The effects of verbal analogies and quantitative and verbal aptitudes on comprehension and memory of a technical text were studied. In a cued recall test, the presence of an analogy decreased the performance of high quantitative aptitude university students and tended to increase the performance of low quantitative aptitude students. In a three-way interaction of analogy effects on free recall of factors affecting conductivity, the analogy increased the performance of the high verbal, low quantitative aptitude group, and had no effect on the high verbal, high quantitative group or either low verbal aptitude group. A difference in processing strategy was proposed as the cause of these effects. (Author)

ED 183 663 UD 020 284

*Patton, Richard H. And Others*

**Resolving the Desegregation Issue in the St. Louis Public Schools: Summary of Events Since 1972; Analysis of Policy Considerations; Strategies for Resolution.**

Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Contract-400-76-0103
Note-109p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 285
Pub Type- Guides - Non-Classroom (055) - Reports - General (140)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Community Involvement, *Court Cases, *Court Litigation, Elementary Secondary Education, *Integration Plans, *Metropolitan Areas, *School Integration
Identifiers-*Missouri (Saint Louis)

This handbook was written for those residents of St. Louis who would like to involve themselves in the social, political, and public education tasks which are central to the desegregation process. Section I presents a factual summary of events in the school desegregation case beginning with the filing of the initial suit in February of 1972. Section II offers an analysis of the current status of the school desegregation process in St. Louis. It is drafted from a perspective which views the desegregation process as a complex social, political and legal phenonmenon with profound and far-reaching effects. Section III outlines the components and workings of a community-based process through which the Court can pursue formulation of a court-ordered plan should it so choose. The final section of this report addresses itself to the process of plan implementation. Drawing on the lessons learned in other cities, general tenets of conflict resolution, and familiarity with the St. Louis community, the essential components of a comprehensive strategy for implementation of a court-ordered plan are presented. (Author/RLV)

ED 183 685 UD 020 319

*Wood, Karlyn E.*

**Open Education Experiments: What Really Causes Them to Fail?**

Pub Date- 77
Note-12p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, Alternative Schools, Elementary Education, *Experimental Programs, *Failure Factors, Inservice Teacher Education, *Open Education, *Program Descriptions, Teacher Role

Although the failure of open education experiments are often attributed to declining reading and mathematics scores, overwheming class sizes, and practical difficulties in implementing theory, the examination of a particular open education program in a suburban New York school district points to other possible reasons for the program's failure. First, while it may have been wise to examine other schools for worthwhile ideas, it was probably unwise to have tried to adopt a program from another community without taking considerable time to adapt it to their own. Second, whenever teachers feel that specific conditions of an experimental program are untenable from the outset, as they did in the project reported here, it is unlikely that they will be able to concentrate their efforts on the important curricular changes to be tested. Third, the inservice course offered this particular group should have been tailored to the needs of the staff. Fourth, it was never clear

if all the teachers wanted to be involved. If the project outlined in this paper can serve as an example, it is quite possible that many so-called open education projects have been truncated for reasons quite apart from the problems involved in implementing open education practices. (Author/RLV)

ED 183 707 UD 020 384

# Delinquency Prevention Through Alternative Education.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Feb 80
Note-62p.; Part of Program Announcement: Prevention of Delinquency Through Alternative Education,'' a request for proposals from the Office of Juvenile Justice and Delinquency Prevention
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Delinquency, *Delinquency Prevention, *Educational Alternatives, Educational Improvement, Educational Problems, Elementary Secondary Education

Alternative education has been advocated as a means for preventing juvenile delinquency. The argument has been that nontraditional educational programs tailored to the needs of students whose educational careers have been marked by academic failure and/or conflict can increase educational success and thereby forestall delinquent behavior. This paper examines aspects of alternative programs that appear most promising for preventing delinquency and discusses a number of issues in alternative education that merit further research. References append the paper. (Author/MK)

ED 183 640 UD 020 231

McClendon, McKee J. Pestello, Fred P.

**Public Opposition to Busing: A Multivariate Analysis.**

Pub Date-Aug 79
Note-30p.; Paper prepared for the meetings of the American Sociological Association (Boston, MA, August 27-31, 1979); Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Bus Transportation, *Community Attitudes, Community Surveys, Costs, Elementary Secondary Education, Racial Attitudes, Racial Discrimination, *Research Methodology, *School Integration, *Statistical Analysis
Identifiers-Ohio (Akron)

The majority of variables which have been investigated as potential causes of opposition to busing have not explicitly dealt with attitudes and beliefs about busing and school segregation. The study described in this paper therefore was designed to explore variables dealing with perceived costs and benefits of busing and perceived racial discrimination in the educational system. Data were collected in 218 telephone interviews conducted with adults residing in Akron, Ohio, shortly after the completion of a school desegregation trial but before a court decision had been reached. The study design involved the inclusion of various questions regarding the respondents' attitudes, in order to produce a less skewed distribution (with respect to opposition to busing) than that found in other busing studies. By utilizing several variables, it was found that a smaller proportion of people unalterably opposed busing for desegregation than would be indicated in a survey which only had one question regarding acceptance of or opposition to busing. It was found that the degree of opposition is related to certain perceived costs and benefits of busing and to a preference for neighborhood schools. These attitudes also mediate the greater opposition of whites and of parents with children in white schools. (Author/GC)

ED 183 618 TM 800 031

*Surkan, Alvin J. Evans, Richard M.*

**Interactive Testing in Introductory Educational Measurement.**

Pub Date-11 Apr 79

Note-23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Computer Programs, Higher Education, Item Analysis, Measurement, *Measurement Techniques, *Test Interpretation

Identifiers-*Computer Assisted Testing

Since fall 1976, an undergraduate measurement class has utilized a 32K microcomputer programmed in APL to present replicate sets of questions randomly selected from 80-question item pools representing each of three domains of knowledge based on Sax's Principles of Educational Measurement and Evaluation. Multiple choice questions are presented on a cathode ray tube and students are required to answer until a correct choice has been made. Feedback frames, concerning the rightness and wrongness of the question's alternatives are next presented. After 15 such iterations, grades are calculated with criteria of 85, 75, and 65 percent, respectively, for grades of A, B, or C. This paper describes the system's functions, namely: (1) test creation utilities, (2) the interactive test control and question management functions, and (3) test item analysis functions. Some history and research in using the system, general empirical observations, and a discussion of some implications of the system in creating new possibilities for reforming the basis of education are presented. (Author/JKS)

*Valverde, Leonard A.*

**Promotion Specialization: The Informal Process in Large Urban Districts and Its Adverse Effects on Non-Whites and Women.**

Pub Date-Apr 80
Note-23p.; Paper presented at American Educational Research Association Conference (Boston, MA, April, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Equal Opportunities (Jobs), Ethnic Groups, Ethnography, *Females, *Minority Groups, *Personnel Policy, *Promotion (Occupational), School Administration, *School Personnel, School Policy, Socialization, Urban Schools

This paper is directed at describing the informal promotion process utilized in large urban school districts and the effect of in-house selection on minority individuals and women. The sponsor-protege process (the informal promotion process of large urban school districts) and socialization (the psychological dimension of promotion) are discussed. Ethnography was the research methodology used. Results of the study generated information in three areas: (1) a descriptive model of the sponsor-protege process used in promotion; (2) an explanation of the socialization outcome, replication of the protege in the image of the sponsor; and (3) the postulation of hypotheses and corollaries which explain the exclusion of minorities and women from advancement into public school administrative roles. The report supports the premise that equal opportunity of promotion has been replaced with restrictive access to opportunity favoring white males. The proposition was set forth that institutional practices exclude culturally different people from professional advancement, thus rejecting the popularly held misbelief that women and minorities are inadequate in number, ability, and aspiration when seeking promotion. Tables of data and references are included in the report. (Author/MK)

ED 183 664 UD 020 285

*Patton, Richard H. Laue, James H.*

**Resolving the Desegregation Issue in the St. Louis Public Schools - Part II: Updated Summary of Events (February 18, 1978 to January 31, 1979); Analysis of Additional Policy Considerations; Recommendations for Successful Resolution.**

Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-76-0103
Note-90p.; For a related document see UD 020 284
Pub Type- Reports - General (140)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Community Involvement, *Court Cases, *Court Litigation, Elementary Secondary Education, *Integration Plans, *Metropolitan Areas, *School Integration
Identifiers-*Missouri (Saint Louis)

Section I of this report presents a factual summary of events in the St. Louis school desegregation case and updates the summary presented in Part I of this series (UD 020 284). This update covers the period from February 18, 1978 to January 31, 1979. Events summarized include both legal proceedings in the court case and activities in the community related to the school desegregation process. Section II provides an analysis of the major policy questions which have emerged in the case since February of 1978. The analysis focuses on three primary issues: the factor of socioeconomic class in the school desegregation question; the limitations of any desegregation plan confined to the City of St. Louis; and the issue of metropolitan remedy. Section III examines the general parameters within which an effective and successful plan acceptable to the various parties might fall. No attempt is made to prescribe the content of a desegregation plan. The focus is on emerging points of consensus among the concerned parties and in desegregation research. (Author/RLV)

ED 183 686 UD 020 320

*Holzman, Michael S.*

**Economics, Youth Unemployment & Neighborhood Revitalization.**

Trust, Inc., Chicago, Ill.

Pub Date-Dec 78
Note-39p.
Available from-Trust, Inc., 53 West Jackson Boulevard, Chicago, IL 60604 ($4.00 $1.00 postage and handling)
Pub Type- Collected Works - General (020)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Economic Development, Employment Opportunities, *Employment Problems, *Job Development, Job Market, Labor Problems, *Minority Groups, *Neighborhood Improvement, *Unemployment, Urban Youth, *Youth Employment

This document consists of summaries of five separate forums relating to youth employment problems and local development. Each forum consisted of presentations by three individuals from varied backgrounds. Forum participants examined the following trends associated with the youth unemployment problem: (1) the technological structure of business and industry is shifting to more capital intensive activities which create few jobs for unskilled workers; (2) employment has been shifting from agriculture and mining to manufacturing and now to service activities; (3) businesses and industries have relocated in suburban and Sunbelt locations, thereby decreasing the number of jobs available to urban youth; (4) public and private enterprise attempts to encourage employment expansion are not commensurate with the scale of youth unemployment; (5) city and Federal programs which address youth unemployment tend to be inflationary; and (6) many worthwhile and productive jobs are awarded low status and low pay. Suggestions for programs that may alleviate the youth unemployment situation included government supported and heavily monitored work experience, the development of massive industrial retention programs, local development banks to stimulate community investment, and job creation through neighborhood managed community rebuilding projects. (Author/RLV)

ED 183 619 TM 800 034

**Manual for Project Management. MEC-ETS Standard Setting Studies Conducted as a Part of MEC's Improving Basic Skills Project.**

Educational Testing Service, Wellesley Hills, Mass.
Spons Agency-Merrimack Education Center, Chelmsford, Mass.
Pub Date-Apr 79
Note-104p.
Available from-Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01864 ($6.00)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Academic Standards, *Basic Skills, *Cutting Scores, Data Collection, Educational Objectives, Elementary Secondary Education, Essay Tests, Grade 3, Grade 6, Grade 9, *Guidelines, *Mastery Tests, *State Programs, Student Testing, Test Bias, Test Interpretation, Test Selection
Identifiers-Contrasting Groups Method, Holistic Approach, Massachusetts, Nedelsky Method

This document is designed to assist school districts to implement the Massachusetts State Board of Education regulations requiring the setting of performance standards in basic skills at three grade levels. The appropriate procedures are described in the manual: (1) setting of basic skills objectives, at three grade levels; (2) the selection of tests or other measures that adequately cover the objectives; (3) the setting of a minimum acceptable score on each test or measure; and (4) the reporting of the number and characteristics (sex, race, etc.) of those students achieving below the local standard. Information is appended on tests currently available for assessing basic skills development at the high school level and general achievement test series, as well as on holistic scoring. (Author/CTM)

ED 183 641 UD 020 232

**Status of Black New York '79.**
Urban League of Greater New York, N.Y.
Pub Date-79
Note-16p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Blacks, *City Improvement, *City Problems, Crime, Educational Needs, Financial Needs, Health Needs, Housing Needs, Jobs, Politics, *Social Problems, Surveys, Urban Education, Welfare Problems
Identifiers-*New York (New York)

This report summarizes the results of a survey of the constituency of the New York Urban League regarding concerns affecting their day-to-day lives in 1978. Questionnaires from 998 individuals were used in compiling the survey results. Results indicate the following: (1) seventy-five percent of respondents felt that the public schools were not preparing blacks for jobs; (2) many respondents expressed concern over the treatment people receive at welfare offices; (3) respondents said that high truancy rates, crime, the small number of black teachers and principals, and poor teaching are serious problems in the schools; (4) housing concerns include landlord abandonment of buildings, high rents, poor services, and infestations by rats and roaches; (5) respondents complained of long waits in health clinics, poor medical service and treatment, and long travel distances to hospitals; (6) crime related concerns included lack of recreational facilities and poor relations with the police; and (7) many respondents identified lack of political power and lack of positive black leadership as the greatest problems affecting black people in their neighborhoods. The report includes recommendations for alleviating these problems. (BE)

ED 183 709 UD 020 394

*Batson, Ruth Peters, Lyda*

**Community Crisis Intervention; A Training Manual.**

Boston Univ., Mass.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date-Jul 79

Grant-NIMH-MH-27837

Note-144p.; Some pages may be marginally legible ; Prepared in collaboration with the Solomon Carter Fuller Mental Health Center, Boston, MA.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-Community Attitudes, *Community Programs, *Crisis Therapy, Elementary Secondary Education, *Health Personnel, *Mental Health Programs, School Community Relationship, *School Integration

This manual is designed to help community mental health workers to intervene effectively in community crises, particularly school desegregation. The rationale for involving mental health personnel in community crises is explained. The need for expertise among such workers is emphasized, and strategies for gaining this expertise are outlined. Also discussed are ways in which crisis intervenors can work effectively with community members and with individuals in positions of power. Exercises for increasing self awareness in the areas of racial stereotyping are outlined for use among community and school groups. Means for establishing liaisons with law enforcement officials, school administrators and the mass media are suggested. The second part of the manual consists of the following readings: (1) remarks on community mental health center involvement in school desegregation, by Robert Okin, Massachusetts Commissioner of Mental Health; (2) a statement by Andrew Young; (3) Mental Health Intervention in Commuqity Crises,'' by Ruth M. Batson and Lyda S. Peters; (4) Racism, School Integration, and Mental Health,'' by Sanford I. Cohen; (5) remarks by Senator George McGovern: (6) a chapter on racism from Floyd Barbour's book, The Black Seventies''; and (7) chapters on historical and legal aspects of school desegregation from Meyer Weinberg's book, Minority Students: A Research Appraisal.'' (GC)

ED 183 665 UD 020 288

*Witte, Victoria, Comp.*

**Materials Relating to the Ethnic Heritage of St. Louis in the Washington University Libraries: A Bibliography. Washington University Library Studies No. 13.**

Washington Univ., St. Louis, Mo. Social Science Inst.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-Apr 75

Note-25p.; For related documents see UD 020 289-292.

Pub Type- Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Cultural Background, *Ethnic Groups, Ethnic Studies, *Local History, *Minority Groups

Identifiers-*Missouri (Saint Louis)

This bibliography of materials relating to the ethnic heritage of St. Louis is part of an ongoing collection of an ethnic heritage data bank on that city. Public card catalogs, subject bibliographies, and computerized data bases were searched for relevant citations. Among the topics included are: history of St. Louis; sociological aspects of ethnicity in St. Louis; bibliographies of works published in early St. Louis, and works on twelve different ethnic groups in the city. (RLV)

ED 183 687 UD 020 338

*Plantes, Mary Kay*

**The Effect of Work Experience on Young Men's Earnings.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report NO.-IRP-DP-567-79
Pub Date-Sep 79
Note-30p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Age, *Educational Experience, Males, *Measurement Techniques, Research Methodology, *Wages, *Work Experience, *Young Adults

Most empirical analyses of earnings measure work experience as years since school graduation and cannot, therefore, separate age and experience effects. This study demonstrates that the return to work experience is highly significant in the presence of age variables, but that the returns to experience and schooling are sensitive to the way experience is measured. Initial employment experiences are shown to have a significant effect on subsequent earnings; failure to account for this in an experience measure attributes too much human capital development to nonwork activities and reduces our ability to explain the earnings of young men aged 16-32. (Author)

**Massachusetts Assessment of Basic Skills 1978-79. Technical Report. Mathematics, Reading, Writing.**

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Sep 79
Note-220p.; Pages 90-95 may be marginally legible.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC09 Plus Postage.**
Descriptors-Academic Achievement, *Achievement Tests, *Basic Skills, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Essay Tests, Grade 12, Item Analysis, Mathematics, Questionnaires, Reading Achievement, Sampling, Senior High Schools, *State Programs, Test Interpretation, Test Results, Writing
Identifiers-Massachusetts

As part of a series of annual evaluations of the knowledge, understanding, skills, and attitudes of Massachusetts public-school students, this report represents the assessment of basic skills attainment of grade 12 students. The first three chapters contain a summary of the design and methodology of the testing program. The remaining five chapters present the results of the student questionnaire, the principal questionnaire, and the achievement test results in mathematics, reading, and writing for the tests as a whole and for the items separately. A two-stage stratified cluster design was used to select a representative sample of students in grade 12 from six geographic areas and four kinds of communities: big cities, industrial suburbs, residential suburbs, and other communities. Each student was administered one of the three tests. (Author/CTM)

ED 183 642 UD 020 233

*McCarthy, Kevin F.*

**Housing Search and Mobility; Housing Assistance Supply Experiment.**

Rand Corp., Santa Monica, Calif.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report NO.-Rand-R-2451-HUD

Pub Date-Sep 79

Contract-h-1789

Note-50p.; Not available in paper copy due to institution's restriction

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Community Satisfaction, Consumer Economics, *Housing, *Housing Discrimination, Low Income Groups, Low Rent Housing, *Mobility, Residential Patterns

Identifiers-Indiana (Saint Joseph County), Wisconsin (Brown Couqty)

The basic premise for providing housing assistance to low-income households is that inadequate financial resources severely limit a household's ability to afford safe, sanitary, and decent housing. An important issue in designing programs to remedy this problem is the ability of low-income households to negotiate successfully for themselves in an open market. This report sheds light on that issue by showing how low-, moderate-, and high-income renter households in areas of Wisconsin and Indiana search for housing, how discrimination affects their search, and how different search procedures affect a household's ability to find bargains when it moves. Preliminary results indicate some of the ways in which discrimination impairs housing search, and suggest that the success of programs designed to broaden the residential options of low-income households may partly depend on the types of assistance they offer to participants. (Author/RLV)

ED 183 666 UD 020 289

*Toft, Carolyn Hewes, Ed.*

**The Ville: The Ethnic Heritage of an Urban Neighborhood.**

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-Nov 75
Note-42p.; Photographs may be marginally legible, For related documents see UD 020 288-292. Prepared through the Ethnic Heritage Studies in Urban Neighborhoods Project.
Pub Type- Historical Materials (060)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Black History, Blacks, *Cultural Background, *Local History, *Neighborhood, Oral History, Urban Areas, *Urban Culture
Identifiers-*Missouri (Saint Louis)

The purpose of this booklet is twofold: (1) to train students to undertand and use the wealth of cultural materials on this American urban neighborhood of St. Louis, The Ville; and (2) to provide a booklet for the use of students and community members about the historical life of this community. The account of life in The Ville from its settlement in the late 18th century to the present is taken from the records of institutions and from the memories of the people living in the neighborhood. The research was conducted through field methods that include participant observation in the community, analysis of historical documents, survey research conducted among a sample of the population, open ended interviews with community leaders, and the tape recording of oral histories with three generations of community residents. Through the use of this variety of research methods, the compilers of the document have put together a picture of a commuqity over time and a record of the ethnic heritage of the people who created the community. (Author/RLV)

ED 183 688 UD 020 339

*Slesinger, Doris P.*

**Racial and Residential Differences in Preventive Medical Care of Infants in Low-Income Populations.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report NO.-IRP-DP-543-79
Pub Date-May 79
Note-36p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Blacks, Caucasians, Demography, Distance, Economically Disadvantaged, Economic Factors, Health Insurance, *Health Services, *Infants, Mothers, Parent Role, *Preventive Medicine, Primary Health Care, *Racial Differences, *Rural Urban Differences, *Socioeconomic Status

Differentials in the use of preventive health care were investigated for a sample of 123 rural white, urban white, and urban black infants from data reported by their mothers. The data were compared on two measures of preventive care: immunization records and frequency of well checkups. Immunization scores were highest for urban white children, followed by rural white children, and lowest for urban black children. However, urban black children had better scores for preventive checkups than rural white children. Multiple Classification Analysis was used to identify specific demographic, economic, and accessibility variables that explain much of the race/residence differential in both measures. On the basis of the data, it can be concluded that as demographic and economic differentials are narrowed among residence and race groups, the utilization differentials should also narrow. However, in order to improve accessibility to preventive care for infants, it is important to continue efforts to encourage mothers of newborns to establish ties with a place for regular preventive care. (Author/GC)

ED 183 710 UD 020 399

*Chapin, Helen Geracimos*

**If You Seek Justice, Put a Gift on the Scale'': Concepts of Justice in White Ethnic American Literature.**

Pub Date- 77
Note-20p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*American Literature, *Authors, *Cross Cultural Studies, *Ethnic Groups, Ethnicity, *Justice, Literary Criticism, *Moral Values
Identifiers-Algren (Nelson), Di Donato (Pietro), Petrakis (Harry Mark)

This paper analyzes non-Anglo views of the concept of justice; these views are different from those of the dominant Anglo-American tradition and therefore make up one of the components of ethnicity. The author examines justice as a concept in the literature of three contemporary American authors, the Italian American Pietro Di Donato, Nelson Algren (whose descendents were Swedes and German Jews), and the Greek American Harry Mark Petrakis. Two categories of justice are discussed: (1) divine justice, the exercise of authority by God which implies a constant and universal moral law; (2) human justice which is either formal (codified in law) or informal (meted out by families, neighbors, and groups). It is found that these writers' views of justice are different from those of the larger American society in the following ways: (1) self-definition is attained through relationships with others rather than through lonely self-assertion; (2) informal justice, by emphasizing relationships with others and responsibilities to them, is possible and desirable; (3) formal justice fails as a means of attaining equity and fairness; (4) divine justice is often inscrutable but there is a constant moral law by which one tries to live. (Author/BE)

ED 183 621 TM 800 036

*Tatsuoka, Kikumi Tatsuoka, Maurice*

**A Model for Incorporating Response-Time Data in Scoring Achievement Tests. Research Report No. 3.**

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Jul 79

Contract-N00014-78-C-0159

Note-46p.; For related document, see TM 800 014.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Achievement Tests, Cognitive Processes, *Diagnostic Tests, Item Analysis, Junior High Schools, Mathematics, *Models, *Reaction Time, Scores, *Scoring, *Statistical Analysis, Teaching Techniques, Time Factors (Learning)

Identifiers-Computer Assisted Testing, Latent Trait Theory, *Weibull Distributions

The differences in types of information-processing skills developed by different instructional backgrounds affect, negatively or positively, the learning of further advanced instructional materials. If prior and subsequent instructional methods are different, a proactive inhibition effect produces low achievement scores on a post test. This poses a serious problem for routing of students to an instructional level on the sole basis of performance on a diagnostic adaptive test and makes it essential to determine what information-processing strategy was used and consider this knowledge simultaneously. Response time often provides supplementary information which differentiates among individuals showing identical quality of performance. A model that reflects this kind of information, obtainable from response time scores, is formulated in a similar manner to latent trait theory. This model is useful in identifying discriminating items that are sensitive to differences in instructional method. It also is helpful in identifying an individual's instructional background to a certain extent. (Author/CTM)

ED 183 643 UD 020 234

*Ogletree, Earl J.*
**The Effects of Ability Grouping on the Reading Achievement of Slow Learners.**
Pub Date- 73
Note-10p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Educational Disadvantagement, *Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Primary Education, Reading Ability, *Reading Achievement, *Slow Learners
Identifiers-Metropolitan Readiness Tests

This study was conducted to investigate the comparative effects of homogeneous versus heterogeneous ability grouping on the reading achievement of slow learners in the first two elementary grades. Pretest and posttest scores obtained on the Metropolitan Reading Readiness Tests indicated that the type of grouping had no effect on the reading readiness achievement of slow learners. However, some differences between the two groups were noted, and further research using a larger sample and supplementary reading materials, and having more time allotted for the research, may result in significant findings. (Author/WP)

ED 183 667 UD 020 290

*Toft, Carolyn Hewes, Ed.*

**Carondelet: The Ethnic Heritage of an Urban Neighborhood.**

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Nov 75

Note-42p.; 42p; Photographs may be marginally legible. For related documents see UD 020 288-292. Prepared through the Ethnic Heritage Studies in Urban Neighborhoods Project.

Pub Type- Historical Materials (060)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Cultural Background, *Ethnic Groups, *Local History, *Neighborhood, *Oral History, Urban Areas, Urban Culture

Identifiers-*Missouri (Carondelet)

The purpose of this booklet is twofold: (1) to train students to understand and use the wealth of cultural materials on this American urban neighborhood, Carondelet; and (2) to provide a booklet for the use of students and community members about the historic life of this community. The research was conducted through field methods that include participatnt observation in the commuqity, analysis of historical documents, survey research conducted among a sample of the population, open ended interviews with community leaders, and the tape recording of oral histories with three generations of community residents. Through the use of this variety of research methods, the compilers of this document have put together a picture of the community over time and a record of the ethnic heritage of the people who comprise the community. (Author/RLV)

*Piliavin, Irving And Others*

**Administration and Organizational Influences on AFDC Case Decision Errors: An Empirical Analysis.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Health Care Financing Administration (DHEW), Washington, D.C.
Report NO.-IRP-DP-542-79
Pub Date-Aug 79
Grant-SRS-11-P90165/5-02
Note-54p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Caseworkers, Decision Making, Error Patterns, Federal Aid, *Organization, *Performance Factors, *Resource Allocations, *Staff Role, Task Performance, *Welfare Agencies, Welfare Services
Identifiers-*Aid to Families with Dependent Children, Wisconsin

The quality of effort among public assistance personnel has been criticized virtually since the inception of welfare programs for the poor. However, until recently, empirical information on the performance of these workers has been nonexistent. The present study, concerned with Aid to Families with Dependent Children (AFDC) case decision errors, examines potential influences on performance at worker, supervisory, and agency levels. Over 5000 randomly selected AFDC cases were reviewed by quality-control personnel. Findings include: (1) case payment decisions of public welfare personnel are not independent of their attitudes and values; (2) the use of monitoring and control mechanisms, the increased specialization of case-aide work loads, the provision of support services to case aides, and the establishment of work conditions conducive to job satisfaction can reduce case decision errors; and (3) no relationship was found between variations in organizational structure and variations in payment error. (Author/RLV)

ED 183 711 UD 020 400

*Chapin, Helen Geracimos*

**Struggle, Sorrow, and Joy: Women in White Ethnic American Literature.**

Pub Date- 77
Note-20p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*American Literature, *Authors, Autobiographies, *Characterization, *Females, Fiction, *Italian Americans, Literary Analysis, Novels, *Polish Americans, Self Actualization
Identifiers-*Greek Americans

The literature of Polish, Greek and Italian American women has been largely neglected in the American literary tradition. Through an analysis of female characters in a number of white ethnic autobiographical novels, this paper stresses the importance of an awareness of women's struggles which coincide with immigration history. It also points out the movement of women in literature from the struggle for survival toward the achievement of self-actualization. (MK)

ED 183 644 UD 020 236

*Dutta, Manoranjan*

**The Scientific Workshop on the Status of Employment, Unemployment and Underemployment of the Asian/Pacific Americans (1st, August 20-25, 1978, Stanford University, Palo Alto, California).**

Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Aug 78
Note-74p.
Pub Type- Information Analyses (070)
**EDRS Price - MF01/PC03 Plus Postage.**
Descriptors-*Asian Americans, Conference Reports, Employment Problems, *Employment Statistics, *Equal Opportunities (Jobs), Ethnic Stereotypes, National Surveys, *Racial Discrimination, Research Reviews (Publications), *Underemployed, *Unemployment

The Stanford Workshop made a comprehensive review of the relevant issues for analyzing the employment profile of the Asian/Pacific Americans and also of the available data base for initiating a scientific economic study. The recommendations and conclusions were: (1) an independent survey should be undertaken; (2) Asian/Pacific Americans constitute the smallest minority, and a major segment of them constitutes the major portion of new Americans, yet there exists an absence of adequate information for proper manpower planning for them; (3) the Asian/Pacific American labor market should be studied as a composite group, since studies covering sub-groups (e.g., Japanese, Chinese, etc.) remain too fragmented; (4) the proposed study should not be postponed until the 1980 census data are available; (5) the proposed study would be completed by 1982, thus providing a set of findings much sooner for possible formulation of the nation's manpower needs; (6) the manpower planning of the nation has been related to the immigration policy; and (7) the address-banks of alternate sources (for identifying Asian Americans) should be used as the uqiverse'' for the survey of the proposed study. (Author/RLV)

ED 183 622 TM 800 044

*Halpin, Glennelle And Others*

**Retention in an Actual Classroom Setting as a Function of Type and Complexity of Tests.**

Pub Date- Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, *Complexity Level, Higher Education, Knowledge Level, *Multiple Choice Tests, Performance Factors, *Retention, *Scores, Test Items

Identifiers-*Short Answer Tests, *Test Format

Forty-five graduate students in two educational psychology classes were randomly assigned to three groups for a classroom test on the course content. One group was asked to go to another room and then was privately excused from the test. The other two groups took tests with the same 32 items, but one group used a multiple-choice format and the other group a short answer format. Four weeks later, all three groups were given both forms of the same test (the short answer form first) on a unannounced basis. In this test one half the items were measures of knowledge and one half were measures of concepts. Resulting scores were analyzed using a 3x2x2 factorial analysis of variance design with repeated measures in the last two factors. The treatment effect was not significant. Scores were higher on the multiple-choice test than on the short-answer test. There also was a significant interaction between test format and question complexity (knowledge questions versus concept questions); that is, concept questions were comparatively easier in multiple-choice form and harder in completion form. (Author/CTM)

ED 183 668 UD 020 291

*Toft, Carolyn Hewes, Ed.*

**Soulard: The Ethnic Heritage of an Urban Neighborhood.**

Washington Univ., St. Louis, Mo. Social Science Inst.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Nov 75

Note-42p.; Photographs may be marginally legible. For related documents, see UD 020 288-292. Prepared through the Ethnic Heritage Studies in Urban Neighborhoods Project.

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Acculturation, *Caucasians, Cultural Background, Economic Factors, *Ethnic Groups, *History, *Immigrants, Instructional Materials, Multicultural Education, Political Attitudes, Religious Factors, Social Organizations, Urban Areas

Identifiers-*Missouri (Saint Louis)

This report surveys the history and culture of the Germans, Czechs, Bohemians, Slovaks, Lebanese, Croatians, and rural white migrants who settled Soulard, a neighborhood in St. Lcuis, and describes the social organizations, religious activities, and economic patterns of the various groups. An overview of the community as it is today is included, as well as some projections for its future. References, a map of the neighborhood, and photographs are included. (WP)

ED 183 690 UD 020 341

*Piliavin, Irving Gartner, Rosemary*

**Assumptions and Achievements of Manpower Programs for Offenders: Implications for Supported Work.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Manpower Demonstration Research Corp., New York, N.Y.
Report NO.-IRP-DP-541-79
Pub Date-Jun 79
Note-39p.; Not available in paper copy due to light, broken print
Pub Type- Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Crime, *Criminals, Economic Disadvantagement, *Employment Problems, *Employment Programs, Low Income Groups, *Program Descriptions, Unemployment
Identifiers-*National Supported Work Demonstration

This paper details the assumptions guiding the National Supported Work Demonstration and describes the distinctions between Supported Work and other manpower and employment programs for ex-offenders. The theoretial linkages between crime, poverty, and uqemployment postulated by sociologists and economists are discussed, along with their contributions to intervention policies and programs. A review of manpower programs that have attempted to produce changes in the behavior and lifestyle of ex-offenders through changes in employment opportunities reveals major drawbacks and inconclusive results. These problems provide a basis for the development of several key characteristics of Supported Work, which reflect both policy suggestions and theoretical explanations. While the potential for success of the Supported Work Program is assumed to derive from its contrast to earlier programs, the importance of recognizing the presence of many barriers in any attempt to intervene in the relationship between employment status and crime is stressed. (Author)

ED 183 712 UD 020 417

*Orr, Margaret Terry*

**A Critical Examination of a Policy Process: A Case Study of the O.C.R. Review of New York City Schools.**

Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-NIE-6-77-0056
Note-347p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC14 Plus Postage.**
Descriptors-Case Studies, *Civil Rights, Educational Anthropology, Equal Education, Equal Opportunities (Jobs), *Federal Government, Government Role, *Government School Relationship, *Public Policy, Racial Discrimination, Secondary Education
Identifiers-*New York (New York), *New York City Board of Education

During a major field study of desegregation in an urban polyethnic high school in New York City, it was observed that the dissemination and implementation of a specific Federal policy had sufficient impact at the local level to attract attention at the school, as well as at various levels between the school and the Federal government. The investigators followed this issue out into the community, interviewing key actors at both the City and the Federal levels who were involved with the issue. The present study examines the process by which the policy, the civil rights enforcement action initiated by the Federal Office for Civil Rights (OCR) against the New York City Board of Education, evolved through the spring of 1978. The New York City Board of Education had received two letters from the OCR that described alleged civil rights violations in employment opportunities and educational services. The Board of Education is in the process of devising a plan to comply with the Department of Health, Education and Welfare guidelines. The interplay of Federal and local agencies as this policy develops is the focus of this study. (Author/RLV)

ED 183 645 UD 020 237

*Ogletree, Earl J. Allen, Betty J.*

**Urban Teachers Evaluate Inservice Meetings.**

Pub Date- 74

Note-13p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Elementary Education, *Inservice Programs, *Inservice Teacher Education, Professional Training, Surveys, *Teacher Administrator Relationship, *Teacher Attitudes, Teacher Improvement, Teacher Morale

Identifiers-*Illinois (Chicago)

A survey of fifty-one elementary school teachers in Chicago regarding their feelings about inservice meetings indicated that: (1) a majority of teachers believed that the objectives of such meetings were not clearly defined; (2) they reported that there was no follow-up or evaluation of the meetings; (3) they generally felt that the meetings were irrelevant in terms of their professional tasks and classroom problems; and (4) they believed that there were insufficient orientation information and activities for new teachers. They recommended that inservice meetings be planned cooperatively by all participants, and that such meetings be task and activity oriented. (Author/WP)

ED 183 623 TM 800 054

*Dotseth, Margaret And Others*

**Survey of Test Selectors' Concern and the Test Selection Process.**

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSE-107
Pub Date-Mar 78
Note-23p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Criterion Referenced Tests, Elementary Secondary Education, *Evaluation Criteria, Evaluation Needs, *Information Needs, Needs Assessment, Surveys, Testing Problems, *Test Reviews, *Test Selection, *Use Studies

As part of the development of a collection of criterion-referenced test reviews, a survey was conducted to determine the information needs of educators who select tests. Three aspects of test selection were emphasized: (1) factors affecting choices among available tests; (2) consumers' knowledge, beliefs, and attitudes about criterion referenced tests; and (3) the test selection process. The pilot version of the survey was returned by ten principals; the final questionnaire had over 60 items and was divided into two sections. The factors survey dealing with test characteristics and sources of information which affect test selection was returned by 531 educators. The process survey concerning the identities of test selectors, the process of selection, and the use of criterion referenced tests in the respondent's district was returned by 361 respondents. Results indicated that all factors or test characteristics were considered important by the respondents when choosing a test, and that there was great concern for matching test content with local curriculum objectives. (A summary of results and both questionnaires are included). (GDC)

ED 183 669 UD 020 292

*Toft, Carolyn Hewes, Ed.*

**The Hill: The Ethnic Heritage of an Urban Neighborhood.**

Washington Univ., St. Louis, Mo. Social Science Inst.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Nov 75

Note-43p.; Not available in paper copy due to colored backgrouqd. For related documents, see UD 020 288-291. Prepared through the Ethnic Heritage Studies in Urban Neighborhoods Project.

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-Church Role, *Commuqity Development, Cultural Background, Economic Factors, *Ethnicity, Ethnic Studies, *Italian Americans, *Local History, Political Influences, Religious Factors, Social Life, Voluntary Agencies

Identifiers-*Missouri (Saint Louis)

This booklet, designed for both students and community members, provides a history and current description of The Hill, an Italian American community in St. Louis, Missouri. The history of Italian immigration is reviewed, with a focus on agricultural and economic conditions in Italy from 1850-1900. The social life, housing, and occupational conditions encountered by the early immigrants to St. Louis are also described. The role of the Catholic Church in The Hill's development is emphasized, as are the importance of family and cultural traditions and the role of anti-Italian sentiment in other areas of St. Louis for maintaining cultural cohesiveness and isolation among The Hill's residents. The period from World War II until 1960 is described as one of acculturation and economic development for the community, but also as one of disintegrating ethnic identity. Since the 1960s, however, it is shown that political, economic, and environmental influences have contributed to the revitalization of this Italian American neighborhood. Photographs and maps are included in the booklet. (GC)

ED 183 691 UD 020 342

*Rothschild, Michael Werden, Gregory J.*

**Testing Cases under Title VII.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Report NO.-IRP-DP-534-79

Pub Date-May 79

Note-32p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Civil Rights Legislation, Court Doctrine, *Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), *Federal Court Litigation, *Racial Discrimination, Test Bias, *Tests

Identifiers-*Civil Rights Act 1964 Title VII

This paper discusses Congressional and judicial attempts to deal with the problem of employment practices which lead to discriminatory outcomes but which may not be discriminatory in intent. The use of paper and pencil tests as standards for hiring and promotion is focused on as an example of this type of employment practice. An historical account of the passage of Title VII and a description of Federal court interpretations of the law are presented. The author states that although Title VII does not explicitly forbid employment practices which are discriminatory in effect if they are not discriminatory in intent, the courts have generally ruled that tests used as standards for hiring and promotion have a discriminatory impact and that firms must be able to prove that their tests bear a manifest relationship to the employment in question.'' It is found that, in the majority of cases, courts have rejected respondents' attempts to prove the validity of their testing programs, although lower courts may be expected to increasingly find that tests are valid in the future. It is concluded that it is difficult to get Federal courts to make decisions on technical questions on which a professional consensus has not developed. (Author/BE)

ED 183 713 UD 020 420

*Hawkins, Joseph A. And Others*

**Evaluation Study of Mandatory Human Relations Training (HR-18): Summary of Post Hoc Survey Results.**

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date-Feb 80
Note-79p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC04 Plus Postage.**
Descriptors-*Black Culture, Black History, *Course Evaluation, *Inservice Education, Minority Groups, *Race Relations, Racial Attitudes, Racial Differences, *School Personnel, Sensitivity Training

This study examined the results of a mandated in-service training program, HR-18, designed to provide information and experience for school employees to help them improve their abilities to interact with and understand minority individuals. Data were obtained from two employee groups. The participant group consisted of school employees enrolled in HR-18 over a four year period and a control group consisted of those who had not enrolled. Data gathered through a mail survey were analyzed to: (1) determine how enrollees and non-enrollees differ on the measures of black history, racial attitudes, student comparisons, and general behavior; (2) determine how they differ with regard to specific classroom behaviors; (3) elicit enrollees' reactions to the course and their motives for enrolling. The study found statistically significant differences between school employees who had participated in the course in only one area, knowledge of black history and culture. Those who did and did not enroll did not differ from each other on the measures of racial attitudes. The majority of black employees felt that the course should be manditory, while the majority of white employees felt the course should be voluntary. In general, black enrollees gave the highest evaluative ratings to the substantive and methodological aspects of HR-18. (Author/RLV)

ED 183 646 UD 020 238

*Ogletree, Earl*

**Classroom Management and the Socially Disadvantaged.**

Note-9p.; Not available in paper copy due to broken print
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Class Management, *Classroom Techniques, *Disadvantaged Youth, *Discipline, Discipline Policy, Discipline Problems, Elementary Secondary Education, Teacher Attitudes, Teacher Influence, *Teacher Role

Because of their deficits in academic attainments and different cultural styles, socially disadvantaged children create more potential than other children for classroom management problems. To improve classroom management, teachers should maintain a clean room and train their students to enter that room in an orderly fashion. In dealing with their students, teachers should learn their names, be impartial, be clear in their instructions, require their students to be accountable in their homework assignments, and aim at full class participation. In the matter of discipline, the effective teacher, always taking note of undercurrents of behavior and employing high interest activities to maintain order, will develop a rapport with students characterized by friendliness, flexibility, and consistency with discipline. The good teacher, eschewing threats and the temptation to frequently call in outside help, will work with individual offenders and will avoid taking misbehavior personally. (Author/WP)

ED 183 624 TM 800 097

*Bormuth, John R.*

**Proficiency-Referencing a Reading Achievement Test.**

Pub Date-Jan 79
Note-30p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-Criterion Referenced Tests, Elementary Secondary Education, *Equivalency Tests, *Expectancy Tables, Mastery Tests, Models, Multiple Regression Analysis, *Norm Referenced Tests, Prediction, *Reading Tests, Scores, Scoring Formulas, Statistical Analysis, Tables (Data), Task Analysis, Test Construction, Testing Problems, *Test Interpretation, Test Reliability
Identifiers-California Achievement Tests, Test Analysis

A procedure is demonstrated for constructing tables showing, for each score on a commercial reading achievement test, the percentage of real-world materials that the testee is likely to comprehend with at least a criterion level of proficiency, the percentages of students in a local or national sample who can competently comprehend a given percentage of materials, and which individuals or percentages of local and national samples have reached the state of being literate on the type of materials used to reference the test. Students are given a commercial reading test and some comprehensibility tests made from a sample of real-world reading tasks. The commercial test scores are regressed on the individual and mean comprehensibility test scores, and the regression equation is solved, fixing the comprehensibility score at the desired level of proficiency and varying the comprehensibility test mean to correspond to percentile points in the distribution of those means. The scores thus predicted are then used, along with the commercial test's norms, to construct the described tables. (Author/MH)

ED 183 647 UD 020 240

*Blackwell, William R.*

**An Analysis of the Dial-A-Teacher Assistance Program (DATALINE), School District of Philadelphia.**

Pub Date-Nov 79
Note-25p.; Paper presented at the National Urban League Conference (5th, Detroit, MI, November 17-20, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*After School Tutoring, Elementary Secondary Education, *Homework, Parent Participation, *Program Descriptions, *Telephone Instruction, *Tutorial Programs
Identifiers-Continuing Education, *Dial a Teacher Assistance Program, Pennsylvania (Philadelphia)

The Dial-A-Teacher Assistance project (DATALINE) is a telephone resource center which provides assistance or information to parents and pupils about problems related to homework, as well as information about Parent Partnership activities and services available to parents and children in the School District of Philadelphia. The theory behind the program is that pupils and/or parents encounter problems doing homework, and that often no agency is available where they may obtain assistance during the evening hours. Eight teachers with expertise in various curriculum areas are assigned to answer phones. The subject with the greatest number of calls is elementary mathematics, followed by English and language arts. Teachers assist pupils from public, private, and parochial schools and from various grade levels. Adults often call to assist their children in understanding and completing homework assignments, or they may be engaged in continuing education programs. The success of DATALINE is an indication that parents are concerned with the education of their children and that many children are interested in learning, even after school. At present, DATALINE is one the most inexpensive methods of tutoring large numbers of pupils. (Author/RLV)

ED 183 670 UD 020 294

*Fishman, Robert G.*

**Creating Neighborhood Identity in a Southern City.**

Pub Date- 79
Note-18p.
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-*Community Change, Economic Factors, *Neighborhood Improvement, *Neighborhood Integration, Political Influences, Social Attitudes, *Social Change, *Social History, Southern Community, *Urban Areas, Urban Renewal
Identifiers-*Georgia (Atlanta)

During periods of social change neighborhoods are redefined and/or created by external and internal factors. Political, economic and social factors act as catalysts for neighborhood change by developing symbols by which an area is identified. Neighborhoods are formed by expounding on the new image most sought out by the exponents of the more powerful political, economic and social factions of the city. In part, efforts can be made to sell the new image by developing organizations that reflect the basic values with which the community will identify. This paper explores the process of neighborhood change and revitalization in Chelsea Park, an Atlanta neighborhood, as viewed by long term and short term residents of the community, real estate personnel, city representatives, and members of voluntary associations associated with this neighborhood. A model to account for change in neighborhoods undergoing social change is developed that may prove useful to urban planners and others interested in this kind of research. (Author/GC)

ED 183 714 UD 020 421

*Nichols, Jennie B. And Others*

**A Guide for Precosting Food for School Food Service.**

Department of Agriculture, Washington, D.C.
Pub Date-Jul 79
Note-42p.; Table 2 may be marginally legible due to small print
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Breakfast Programs, Elementary Secondary Education, *Food, *Food Service, *Lunch Programs, *Schools, *Unit Costs

This guide is designed to help school food service managers to control food costs as they plan their menus. The guide contains: (1) menu planning tips and procedures related specifically to economy; (2) instructions for precosting recipes, individual food items and complete menus, estimating costs of USDA donated foods and of condiments, seasonings and leavenings, and selecting economical foods; (3) a table showing decimal equivalents to pounds, cups, and gallons; and (4) a table showing the cost of one serving of food from purchase units providing 1.5 to 240 servings per unit. (Author/GC)

ED 183 692 UD 020 344

*Williams, James D., Ed.*
**The State of Black America 1980.**
National Urban League, Inc., New York, N.Y.
Pub Date-22 Jan 80
Note-331p.; Not available in paper copy due to institution's restriction
Available from-National Urban League, Inc., 500 East 62nd Street, New York, NY 10021 ($12.50)
Pub Type- Collected Works - General (020)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Black Community, *Blacks, Crime, Energy, Family Life, Housing, Politics, *Quality of Life, Racial Discrimination, *Trend Analysis

The common thread that runs through the papers that comprise this volume is an assessment of the decade of the 1970s as a time of retreat, retrenchment and lost opportunities in the long struggle to create equality of opportunity in the United States. Black America ended the decade in a less favorable position than it began the 70s. As it moves into the 80s it faces the almost certain possiblity that it will be entering a decade in which blacks will be hard pressed to hold onto many of the tenuous gains made in the past. The papers include: Economic Progress'' by Bernard E. Anderson; Black Families in the 70's'' by Robert B. Hill; Education: A Matter of Grave Concern'' by Bernard C. Watson; Energy a New Day'' by Ellis Cose; The State of Social Services in the Black Community'' by Georgia L. McMurray; Changing Trends in Housing'' by Wilhelmina A. Leigh; On Politics'' by Charles V. Hamilton; Crime: A Major Problem in Black America'' by Garry A. Mendez, Jr.; and Thoughts on a Conflict'' by Leslie W. Dunbar. Conclusions, recommendations, and a chronology of events in 1979

complete this volume. (RLV)

ED 183 625 TM 800 098

*Fishbein, Ronald L. Wilmer, Mary Ann*

**Proficiency Testing and Compensatory Education Program Evaluation: Partners or Competitors? A Federal Perspective.**

Pub Date-Jun 79
Note-9p.; Paper presented at the Conference on Large-Scale Assessment (Denver, CO, June 11-14, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Academic Achievement, Basic Skills, *Compensatory Education Programs, Differences, Disadvantaged Youth, *Educational Objectives, Elementary Secondary Education, Federal Programs, Labeling (of Persons), Low Achievers, *Minimum Competency Testing, *Program Evaluation, *Remedial Instruction, Scores, Student Needs, *Student Testing, Supplementary Education, Teacher Qualifications
Identifiers-Elementary Secondary Education Act Title I

The differences between Elementary Secondary Education Act Title I program evaluation and minimum competency testing (MCT) are compared. Title I programs are characterized as follows: the objective is to supplement school experiences for economically educational programs emphasize reading and mathematics; supplementary instruction is provided by certified specialists; evaluations measure relative program progress; test scores should be relatively normally distributed; and tests assess a wide range of objectives and are appropriate across several grades. For MCT: the testing programs are largely the result of the demand for accountability; helping underachievers is a secondary priority; the main objective is to assess the proficiency of examinees and to categorize them; students are given remedial work by regular classroom teachers after they fail the tests; MCT is an absolute measure of status and a one-measure assessment aimed primarily at the low end of test score distribution; and items usually measure skills considered essential for functioning in the present or next grade. However, the authors conclude that the goal of both programs is to improve student performance in basic skills. Ways of using MCTs in Title I programs as selection and diagnostic tests are suggested. (MH)

ED 183 648 UD 020 241

*Darity, Evangeline R. Fredrickson, Ronald H.*

**A Comparison of Fear of Success Imagery Between Black Male and Black Female Undergraduates.**

Pub Date-Nov 78
Note-25p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Black Students, *Differences, *Fear of Success, Females, Higher Education, Inhibition, Males, *Regional Characteristics, *Sex Differences, Sex Role

The purpose of this study was to investigate the regional and sex differences of fear of success (FOS) imagery between black male and black female uqdergraduates attending two predominently black universities. The 258 respondents in this study were in general psychology and introductory sociology classes at one Northern and one Southern university. The fear of success construct is an inhibitory anxiety variable which is aroused in achievement oriented situations where success may imply loss of femininity and/or social consequences. Fear of success was defined by student responses to Pappo's Fear-of-Success, Self-Awareness Questionnaire and Horner's four FOS story leads modified with identity figures. A biographical data questionnaire was also used. The findings indicate that Southern females showed a higher level of FOS than Southern males. Northern males showed a higher level of FOS than did Northern females. Other differences and similarities are discussed. Implications for career counseling and research are presented. (Author/MK)

ED 183 671 UD 020 297

McDaniel, Clyde O., Jr. Balgopal, Pallassana R.

**A Three-Dimensional Analysis of Black Leadership.**

Houston Univ., Tex. Graduate School of Social Work.
Pub Date-78
Note-122p.; Not available in paper copy due to small print
Pub Type- Reports - Research (143) - Information Analyses (070)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Black History, *Black Leadership, Black Role, *Blacks, Leadership Qualities, *Leadership Styles, Race Relations, Slavery, Social Environment

This book presents an analysis of black leadership from three perspectives: theoretical, historical, and empirical. After deducing the situational-interactional approach as a useful framework, the authors analyze black leadership from 1841 to the present. This period is divided into six time periods, and black leadership and the strategies used by the leaders are analyzed within the context of different racial climates. Three empirical studies of black leadership using different situational variables are included. The final chapter specifically focuses on research implications for social and behavioral scientists who may wish to study black leadership. (Author/RLV)

ED 183 693 UD 020 347

*Salley, Columbus*

**The PTA in the Urban Context: A Final Report on the Urban Education Project Phase I.**

National PTA, Chicago, Ill.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.; Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Contract-300-79-0333

Note-95p.; Photographs may be minimally reproducible

Pub Type- Reports - General (140)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-*Change Strategies, *City Problems, *Futures (of Society), Planning, Public Policy, *Urban Schools

Identifiers-*National PTA Urban Education Project

The Urban Education Project was implemented to help the National PTA realize its historical commitment to reversing the deterioration of human life in urban centers, especially in schools, and to emphasizing the actual and potential strengths of diverse publics collaborating in dealing with urban problems. Six hearings were held to identify and select crucial concerns of urban areas, to examine effective solutions, and to develop new problem-solving strategies. Results of these hearings are described in this report, as are criteria for site and testifier selection and methodology and procedures used to collect and interpret data. The hearing cases are presented with information about problems, solutions and resources. A cross-site analysis of problems, solutions, and resources is presented and future actions are discussed. Tables of data are included. (Author/MK)

ED 183 672 UD 020 298

*Daugherty, James C., Ed.*

**Effects of the 1974-75 Recession on Health Care for the Disadvantaged. NCHSR Research Summary Series, June 24, 1975 through September 30, 1977.**

National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Report NO.-DHEW-PHS-79-3248; NCHSR-80-4

Pub Date-Jan 80

Note-94p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors-Business Cycles, *Economically Disadvantaged, *Economic Climate, Financial Support, Government Role, *Health Insurance, *Health Services, Hospitals, Inflation (Economics), *Medical Services, Public Policy, *Unemployment

The findings from seven studies on the effects of the 1974-75 economic recession on the health care of low socioeconomic status individuals are summarized. The studies include: (1) an evaluation of the impact of adverse economic conditions on the health status of the poor; (2) the effects of unemployment and inflation on the utilization of hospital-based ambulatory care; (3) the impact of varying economic conditions on the use of community hospitals in Rhode Island; (4) access to ambulatory care and the U.S. economy; (5) descriptive and behavioral analyses of health insurance loss due to uqemployment; (6) the impact of rising unemployment on the loss of job-related health insurance coverage; and (7) the impact of national economic conditions on publicly financed health care of the poor. In general, study findings indicate that the effects of the 1974-75 recession on the health care of the disadvantaged were adverse to a significant degree, but were not as severe as anticipated. (Author/GC)

ED 183 626 TM 800 099

**Standardized Reading Tests: Do They Help or Hurt Your Child.**
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Note-12p.; Best copy available.
Available from-North Dakota Study Group on Evaluation, Center for Teaching and Learning, University of North Dakota, Grand Forks, ND 58202 ($0.50 ea., 10 or more, $0.40 ea.)
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Elementary Education, *Reading Tests, Response Style (Tests), Standardized Tests, Test Bias, *Testing Problems, Test Interpretation, *Test Items, Test Results, Test Validity

Intended for parents, this guide discusses the effects of standardized tests on children, using test items from recent standardized reading tests which have been administered to children aged 7 to 13 and children's responses to these items. For each item, comments are made about the ambiguity of the item; the various interpretations that can be applied to item content, influencing the answer; measurement of knowledge content rather than reading ability; test makers' biases; or confusing language and format. The authors comment about the effects of these tests: (1) class placement and labeling; (2) pressure on teachers to coach students for the tests; (3) negative effects on curriculum; (4) costs of improving reading programs, based mainly on test scores; (5) effect on children's self-concept; and (6) reaction of parents to their children, based on test scores. (MH)

ED 183 649 UD 020 243

# Options in Public Education: A Directory of Education Options in the Chicago Public Schools.

Chicago Board of Education, Ill. Dept. of Program Development/Alternative Schools.
Pub Date-79
Note-173p.; Not available in paper copy due to institution's restriction
Available from-National Clearinghouse for Options in Public Eduction, Chicago Public Schools, Room 626, 228 North LaSalle Street, Chicago, IL 60601 ($3.50).
Pub Type- Reference Materials - Directories/Catalogs (132)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Adult Education, *Alternative Schools, *Directories, *Educational Alternatives, Elementary Secondary Education, Equal Education, Guidance Centers, Preschool Education, Public Schools, Special Programs, Special Schools
Identifiers-*Illinois (Chicago)

This publication, designed for use by students, parents, educational administrators, educational planners, and researchers, provides information on educational options offered by the Chicago public school system, and cites contact persons from whom additional information can be obtained. Educational options are described for various levels including prekindergarten, primary school, elementary-secondary schools and adult education. Also included are programs and centers serving populations with special needs. Each entry includes information on functions, goals, characteristics, eligibility and application process, student selection procedures, and starting date of program. Chicago's Liaison Between Identified Needs and Know-How (LINK), which provides technical assistance to help schools identify and solve educational problems, and serves as a broker to provide schools with resources, is briefly described. Appendices list various specialized educational centers, programs, and schools. (Author/RLV)

ED 183 694 UD 020 349

*Linville, Malcolm E. Belt, Jacqueline*

**Motivating the Reluctant Student: Strategies and Teaching Materials.**

Pub Date- 79
Note-25p.; Page 11 may be marginally legible due to reproduction quality of original document; Presentation given at the National Urban Education Association Conference (5th, November 17-20, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Elementary Secondary Education, *Instructional Materials, Low Motivation, *Student Motivation, *Teacher Role, *Teaching Methods

This presentation is concerned with a variety of ways to motivate the reluctant urban student. Nine examples are used to demonstrate how research on motivation can be used to improve classroom teaching techniques. The strategies and materials which are presented can be modified for use at various grade levels and are designed to encourage further explorations in imaginative teaching on the part of the teacher. (RLV)

ED 183 627 TM 800 109

*Reckase, Mark D.*

**Some Decision Procedures for Use with Tailored Testing.**

Pub Date-Juq 79

Note-40p.; Paper presented at the Meeting of Computer Assisted Testing (Minneapolis, MN, June, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-Bayesian Statistics, *Criterion Referenced Tests, Decision Making, Guessing (Tests), *Mastery Tests, Measurement Techniques, Probability, *Psychometrics, Test Interpretation

Identifiers-Computer Assisted Testing, *Tailored Testing

This paper describes two procedures for making binary classification decisions using tailored testing: the sequential probability ratio test (SPRT) and a Bayesian decision procedure. The first procedure described, the SPRT, was developed by Wald for quality control work. It has not been widely applied for testing applications because the assumption of an equal probability of a correct response was made to facilitate the derivation of the operating characteristic (OC) and average sample number (ASN) functions. The results of the application of the SPRT with a simulated procedure are described. The second decision procedure, the Bayesian procedure, includes a prior distribution of student achievement, a loss function for incorrect decisions, and the cost of observations in the development of the decision rule. The basic philosophy of this procedure is to administer items until the expected loss incurred in making a decision is less than the expected loss after the next item is administered plus the cost of administration. This procedure is not yet operational for making decisions under tailored testing because appropriate loss functions for educational decisions have not been determined. (Author/BW)

ED 183 673 UD 020 300

*James, Bill*

**Upward Bound: A Review of National Evaluations and Counseling Implications: 1966-1978.**

Pub Date- 78

Note-52p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors-Basic Skills, *Compensatory Education, *Counseling Effectiveness, *Disadvantaged Youth, Minority Group Children, Program Design, Program Effectiveness, *Program Evaluation, Secondary Education, Underachievers

Identifiers-*Counseling Techniques, *Upward Bound

This paper examines the effects of Upward Bound Programs upon underachieving minority group members and assesses the various sub-components of Upward Bound Programs. A description of national evaluations as they relate to the programs is presented and a framework is provided that is essential for understanding the history of Upward Bound from the pilot programs initiated in 1965, through the more contemporary programs. Additional research provides more specific analyses of institutional programs, with focus upon the assessment of academic and social development among participants. Effects of counseling and useful counseling methods for ethnic minorities are discussed. The concluding section treats several questions raised throughout the paper and includes an evaluation of the most effective counseling and teaching approaches and the most successful program designs. An overview of basic skill assessment of high school students is also presented. (Author/RLV)

ED 183 695 UD 020 364

*Hays, Donald G.*
**Education in the Suburbs: So Goes the Nation.**
Pub Date- 79
Note-11p.
Pub Type- Opinion Papers (120)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Educational Accountability, *Educational Trends, Instructional Media, *Middle Class Values, *Parent School Relationship, *Social Change, *Suburban Schools, Suburbs, Urban to Suburban Migration

Suburban migration has been seen as a means of improving one's standard of living; the high quality of education in suburbia was believed to be one way of achieving this improvement. However, it appears that the suburbanites' belief in the American dream and their support of the educational system have cooled. Dissatisfaction among middle class suburban residents with the educational system is rampant. Declining enrollments, a changing student population, the influx of different values and cultures, and the lack of stability is causing turmoil in the suburban schools. The 1980s will see an increase in individuality which will force educators to find alternative approaches that will provide for individual learning needs. There will be a renewed emphasis on a partnership between parents and educators as well as a greater emphasis for accouqtability. Multi-media education will be common place. Middle class America's previous faith in education will not only return, but will improve. (Author/RLV)

ED 183 650 UD 020 249

*Eisinger, Peter K.*

**Black Mayors and the Politics of Racial Economic Advancement.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report NO.-IRP-DP-558-79

Pub Date-Aug 79

Note-25p.

Pub Type- Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Affirmative Action, *Black Businesses, Black Leadership, *Blacks, *City Government, *Employment Opportunities, *Political Power, *Urban Areas

An analysis of personnel policies and city purchasing and contracting patterns in cities governed by black mayors suggests that the black mayors have adapted modern techniques of public administration to serve traditional ethnic income goals once pursued by urban machines. By guaranteeing the increased participation of blacks in municipal civil service jobs and in city purchasing, the black mayors are making city government a significant focus for the redistribution of income. The implications of this analysis, which examines data on the increase in black participation in these areas in six large cities, are (1) that the capture of city hall by blacks can have important economic consequences for the black community; (2) that the politics of ethnic (or racial) advancement once practiced by traditional machines is possible even under the rationalized techniques of modern public administration. (Author)

ED 183 628 TM 800 126

*Tittle, Carol Kehr*
**What to Do about Sex Bias in Testing.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; Women's Educational Equity Commuqications Network, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Contract-300-77-0535
Note-28p.
Available from-WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($3.50 prepaid)
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)
**EDRS Price - MF01/PC02 Plus Postage.**
Descriptors-*Achievement Tests, *Aptitude Tests, *Change Strategies, *Guidelines, *Interest Tests, *Sex Discrimination, Testing Problems, Test Interpretation
Identifiers-Title IX Education Amendments 1972

Guidelines are proposed for reviewing career interest tests, aptitude tests, and achievement tests for sex bias in violation of Title IX of the Education Amendments 1972. To review the tests, several recommendations are made: analyze the test; review the technical manuals and interpretive information; examine and classify test items, reading passages, and illustrations; and review the interpretation of sex differences in performance. School personnel are also given suggestions on activities to undertake if tests are not sex fair: communicate test limitations to students; provide a full range of career choices; support counseling and career education programs; use a different test; inform the publisher of needed revisions; reduce harmful test effects through in-service programs or additional interpretive materials; and assist teachers in constructing sex-fair locally produced tests. (MH)

UD

ED 183 674 UD 020 301

*Ollie, Bert W., Jr. Leonard, James R.*

**A Model for Planning and Improving the Delivery of Comprehensive Services in Urban Schools.**

Pub Date-Nov 79

Note-12p.; Paper presented at the National Urban Education Conference (Detroit, MI, November 20, 1979).

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Achievement, *Black Students, Caucasian Students, *Educational Environment, Elementary Secondary Education, Equal Education, *Integration Effects, Models, *Program Planning, Racial Differences, *School Integration, Self Concept, Social Services, Urban Schools

Despite the hopes of social scientists and civil rights activists that school desegregation would close the educational gap between blacks and whites, a full generation of effort has not resulted in parity between the achievement levels of black and white students. School desegregation alone is not the answer to ending achievement differences. Constraints which militate against school desegregation having positive outcomes include racial discrimination, disproportionate racial representation, rigid educational and disciplinary procedures, and cultural bias. The model presented in this paper is designed to help urban school administrators to select a program which would neutralize the constraints in the desegregated school environment and enhance the probability that school desegregation will have positive outcomes for children. The model is based upon research and data related to desegregation goals, factors that impede success, and programs that have been designed or proven to overcome those factors. Such programs include the provision of breakfast to students, team teaching/learning programs, big brother/big sister programs, training programs for mothers, and programs to diagnose problems that impede learning. In addition, formative evaluation is an essential part of the plan. (Author/GC)

ED 183 696 UD 020 365

*Reyes, Donald J.*

**Proposing Reinforcers for Positive Classroom Management Projects & Experiments in the Inner City High School.**

Pub Date- 79

Note-11p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-*Behavior Change, *Class Management, Classroom Techniques, Contingency Management, *Inner City, *Positive Reinforcement, *Reinforcers, Rewards, Secondary Education, Secondary School Students, Social Reinforcement

Although the principles governing the application of positive reinforcement to classroom situations remain clear and theoretically consistent, practical problems arise during application that are not easily anticipated. This paper focuses on one practical issue: the selection of appropriate reinforcers to use in inner city high schools. The paper is based on experiences in the development of reinforcement programs in a number of high schools in an urban area. Grade related reinforcers were found to be effective in modifying student behaviors. Nontangible reinforcers were found to be as effective as tangible reinforcers. Token systems were effective; the tokens became reinforcing in and of themselves. Spontaneous social reinforcement could be the most effective system, if it is use properly. (Author/MK)

ED 183 651 UD 020 255

*James, Bill*

**The Effects of an Activity Based Curriculum (ABC) upon the Academic Achievement of Disadvantaged High School Students.**

Pub Date- 79

Note-36p.; Not available in paper copy due to light print

Pub Type- Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Academic Achievement, *College Preparation, Compensatory Education, Curriculum Design, Economically Disadvantaged, Grade Point Average, *Individualized Curriculum, *Individualized Instruction, Individualized Programs, Literature Reviews, Secondary Education, *Underachievers

Identifiers-*Activity Based Curriculum, *Upward Bound

This report examines individualized instructional approaches to teaching, reviews of the literature in that field with specific reference to Upward Bound programs, and reports on a research study which investigated the relationship between an Activity Based Curriculum (ABC) and the academic performance of economically disadvantaged high school students. Seventeen students were treated with the independent variable, the ABC, while another seventeen with the same characteristics were used as the comparison group and not exposed to ABC. An analysis of grade point averages of all students indicated that those involved with ABC achieved significantly higher grade point averages than non-ABC students. Suggestions are made for further research on this instructional approach. A bibliography and tables are included. (Author/WP)

ED 183 675 UD 020 303

**Desegregating Chicago Public Schools: The Deadline Game. Briefing Memo on Chicago School Desegregation.**

Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Springfield.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Oct 79
Note-63p.; Not available in paper copy due to light print
Pub Type- Reports - General (140)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Board of Education Role, Educational Opportunities, Elementary Secondary Education, Government Role, Historical Reviews, Integration Litigation, *Integration Plans, *Public Schools, Racial Composition, *School Integration, *School Segregation, Social Factors
Identifiers-*Illinois (Chicago)

This is a report on the progress (or lack of such) in the desegregation of Chicago's public schools through June, 1979. An addendum includes supplementary information through September, 1979. The history of school and social segregation in Chicago is reviewed, a chronology of the school desegregation controversy since 1961 is provided, and present conditions are described. The current desegregation plan ( Access to Excellence'') proposed by the Chicago Board of Education is discussed and its underlying philosophy and potential for achieving school integration are criticized. A brief description of the monitoring activities of the Illinois State Advisory Committee to the U.S. Commission on Civil Rights is provided. Finally, the Committee's formal recommendations are offered for bringing an end to the long tradition of segregated schools in Chicago. (WP)

ED 183 697 UD 020 366

*Stanley, Cheryl F. Rosser, R. Stephen*

**Magnet Schools Utilized for Voluntary Integration: A Descriptive Study.**

Houston Independent School District, Tex.

Pub Date-Feb 79

Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, February, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-Elementary Secondary Education, Institutional Characteristics, Integration Methods, *Magnet Schools, *School Integration, *Voluntary Integration

This study reports the findings of a questionnaire survey developed to gather information on the general characteristics of magnet programs and to determine the use of magnet schools in overall district integration plans. Thirty-eight of 98 districts responding to the survey reported utilizing magnet schools for integration purposes. Forty-one percent of these districts reported having at least 50% minority populations. Most magnet schools were at the elementary level. Ten areas of emphasis addressed in magnet schools were identified: (1) fine arts; (2) career/vocational technical education; (3) academic; (4) basic skills; (5) administrative/structural alteration; (6) gifted and talented; (7) early childhood education; (9) handicapped; and (10) miscellaneous (areas by which their titles defied categorization). Correlation analysis suggested no clear patterns between school district and magnet school characteristics. Tables of data are appended. (Author/MK)

ED 183 629 UD 019 808

*Green, Henry A. Cohen, Jane*

**Research in Action.**

Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.

Pub Date-79
Note-131p.
Available from-National Council of Jewish Women, Order Department, 15 East 26th Street, New York, NY 10010 ($3.00).
Pub Type- Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors-*Disadvantaged Youth, Early Childhood Education, *Educational Improvement, Educational Innovation, *Educational Research, Elementary Secondary Education, Ethnic Groups, Foreign Countries, *Immigrants, School Integration, *Social Integration, *Special Programs, Vocational Education
Identifiers-*Israel

This volume reports on six research projects undertaken by the National Council of Jewish Women (NCJW) to improve the education and social integration of disadvantaged youth in Israel. Described and discussed are the following: (1) the Home Instruction Program for Pre-School Youngsters (HIPPY); (2) an experiment in elementary school integration in Nachlaot; (3) case studies of several experimental summer camps; (4) the role of vocational education in manpower preparation and social integration; and (5) a comparative case study of ethnic integration in Israel and France. Each project is described in terms of its objectives, methodologies, and effectiveness. The principal population to which the projects were directed consists of young people of Afro-Asian (Sephardic) origin. (EB)

ED 183 652 UD 020 263

*Young, Ruth C.*

**New York State Employment Trends, 1880 to 1977. Cornell Rural Sociolcgy Bulletin Series, No. 95.**

Cornell Univ., Ithaca, N.Y. Dept. of Psychology.
Pub Date-Feb 79
Note-132p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
**EDRS Price - MF01/PC06 Plus Postage.**
Descriptors-Agriculture, Blacks, Differences, Employment Patterns, *Employment Trends, Females, *Labor Market, Manpower Needs, Manufacturing, Regional Characteristics
Identifiers-*New York

From 1880 to 1977, the overall picture of employment in New York State has been one of reasonable stability. Within this general stability there have been great changes in sectors of employment. Agricultural employment has declined steadily and dramatically. The level of manufacturing employment has increased from 1880 to 1910 and has remained relatively steady in recent years. There have also been marked changes in the composition of the work force. From 1900 to 1970 the proportion of females employed increased by over 10%. One of the more marked differences was in the the proportion of black people employed. Employment among blacks reached its peak in 1910 when 62.6% were employed, while in 1970 only 35.3% were employed. Employment trends in upstate New York are shown to be more like those of the rest of the nation than like New York City and surrounding counties. (Author/RLV)

ED 183 676 UD 020 305

Hanusey, Richard D. Jameson, Irene S.

**The Name of the Game is Power And Neighborhood Associations Don't Belong on the Sidelines.**

Pub Date- 73

Note-9p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Opinion Papers (120)

**EDRS Price - MFC1 Plus Postage. PC Not Available from EDRS.**

Descriptors-*Administrative Personnel, *Community Involvement, *Community Organizations, Community Relations, *Decision Making, Educational Policy, Elementary Secondary Education, *School Community Cooperation, *Urban Schools

In the past decade, local community organizations have emerged in urban centers as new participants in educational power politics, as community leaders have come to believe that education is the key to solving urban social problems and improving local communities and neighborhoods. Many school administrators, however, are reluctant to share their power and authority in the educational decision making process with neighborhood associations. One of the reasons for administrators' reluctance to share decision making is their fear of visibility and vulnerability in the community. There is no indication, however, on the part of neighborhood associations, that they wish to actually dominate educational decision making or obtain community control. Rather, they wish to work with administrators. Some administrators are currently in favor of sharing decisions. Nevertheless, in most interactions with community groups, administrators continue to assume the leader dominant role out of fear that their power will be usurped, or out of unawareness for the potential benefits of participatory educational management. Urban school administrators must realize that the longer neighborhood associations are denied participation in decision making which affects the quality of life in their communities, the more likely they are to emerge as militant pressure groups. (Author/GC)

ED 183 698                                                    UD 020 367

*Jensen, Arthur R.*
**Bias in Mental Testing.**
Pub Date-80
Note-786p.
Available from-Free Press, 866 Third Avenue, New York, NY 10022 ($29.95)
Pub Type- Books (010) - Information Analyses (070)
**Document Not Available from EDRS.**
Descriptors-Achievement Tests, Aptitude Tests, *Cognitive Measurement, Intelligence Tests, *Psychometrics, *Statistics, *Test Bias, Testing Problems

The first eight chapters of this book introduce the topic of test bias. The basic issues involved in criticisms of mental tests and arguments about test bias include: (1) variety of tests and test items; (2) scaling of scores and the form of the distribution of abilities in the population; (3) quantification of subpopulation differences; (4) meaning of IQ and the psychological nature of intelligence; and (5) reliability, stability, and validity of test scores. The remaining chapters focus on the author's review of empirical research on the issue of test bias. The author concludes that the currently most widely used standardized tests of mental ability are, by and large, not biased against any native-born, English-speaking minority groups on which the amount of research evidence is sufficient for an objective determination of bias. For most nonverbal standardized tests, this generalization is not limited to English-speaking minorities. The author acknowledges that blacks have not benefited from standardized tests as other groups have but does not attribute this to test bias. The author feels that claims of bias and unfair use of tests must be objectively investigated, but before the use of tests is rejected it must be determined if alternatives would guarantee less bias. (Author/MK)

ED 183 653 UD 020 265

*Butler, Johnnella E.*

**Black Studies: Pedagogy and Our Adventure with Western Culture.**

Pub Date-Oct 79
Note-19p.; Not available in paper copy due to light print; Paper presented at the Harvard University Department of Afro-American Studies Lecture Series (Cambridge, MA, October 24, 1979) and at the Association for the Study of Afro-American Life and History meeting (October 27, 1979)
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Black Culture, *Black Literature, *Black Studies, Colonialism, Cultural Context, Cultural Differences, *Curriculum, *Educational Change, Elementary Secondary Education, Higher Education, Racial Discrimination

Those involved in Black Studies have continued to wage the struggle to decolonize information, but they have failed to pay sufficient attention to the explication of the major premises of that information which will lead to decolonization. This is what liberation is all about, and such liberation is tied to the affirmation and liberation of the cultural self. The analysis of the subject content of Black Studies from the perspective of the recognition of the intricacies of the double consciousness examined by Du Bois is central to the decolonization process. This paper, in examining the writings of various black authors, provides a blueprint for the decolonization process. Dialectics among cultural, political, economic and social realities are explored in order to clarify the dehumanization process and the role of cultural oppression. Ten principles are presented which summarize the underpinnings of a pedagogy applicable both within and outside the field of Black Studies. (Author/RLV)

ED 183 630 UD 019 844

**An Evaluation of the Emergency School Aid Act Nonprofit Organizations Program; Evaluation Study, Executive Summary.**

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Jun 79
Note-7p.; For a related document see ED 161 998
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01/PC01 Plus Postage.**
Descriptors-Citizen Participation, *Community Organizations, Elementary Secondary Education, *Federal Programs, *Government Role, *Program Effectiveness, *Program Evaluation, Public Schools, *School Integration
Identifiers-Emergency School Aid Act 1972, *Nonprofit Organization Program

One component of the Emergency School Aid Act (ESAA) is the Nonprofit Organization Program (NPO), under which local groups funded for this purpose carry out a program designed to support the development or implementation of a public school desegregation plan. The purpose of this study is to assess the effectiveness of NPO groups compared with non-ESAA community organizations. It concludes that NPOs are less effective than non-ESAA community organizations, and that this is the result of procedures instituted in 1971 by the U.S. Office of Education, which require school district review of NPO proposals. Most community groups believe that they cannot engage in advocacy activity or citizen action and retain school district approval, and they generally resolve this problem either by submitting NPO applications for non-controversial educational service activities, or by not applying for NPO funds. Non-ESAA groups tend to emphasize advocacy and desegregation-specific activities, which are generally more effective than the educational service activities emphasized by NPOs. It is also reported that communities receiving ESAA NPO awards have a low need for desegregation aid. Recommendations are that: (1) funding be targeted on recently desegregated communities; (2) advocacy activities closely linked to school desegregation be promoted rather than education service activities; and (3) NPOs be made less subject to school district approval and influence. (Author/RLV)

ED 183 699 UD 020 372

*Boocock, Sarane Spence Predow, Karen*

**Sociological Contributions to Educational Equity Theory.**

Rutgers, The State Univ., New Brunswick, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Educational Equity Group.
Pub Date-Nov 79
Grant-NIE-G-78-0238
Note-202p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-*Educational Sociology, *Equal Education, *Race, *Sex Fairness, *Social Factors, Social History, Social Science Research
Identifiers-Rutgers Seminar on Educational Equity, *Social Theory

This report describes the results of a seminar whose purpose was to examine sociological theory as an aid in understanding the sources of equity and inequity in American education, the conditions under which inequalities increase and decrease, and the outcomes of policies and strategies designed to enhance educational equity. Educational equity is defined on three levels: equality, justified inequality, and fair process. Classical and contemporary social theories are discussed as well as alternative theoretical perspectives on race and gender equity. Implications for educational policy and practice are set forth. Appendices include bibliographic information, a description of the seminar, and an example of seminar proceedings. (Author/MK)

ED 183 654 UD 020 270

*Days, Drew S., III*

**Standing in Line for Equality.**

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date-15 Jan 80

Note-13p.; Remarks presented at the Annual Martin Luther King, Jr., Lecture (Davis, CA, January 15, 1980)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors-American Indians, Blacks, *Discriminatory Attitudes (Social), Ethnic Groups, Females, *Intergroup Relations, Mentally Handicapped, *Minority Groups, Older Adults, Physically Handicapped, *Social Discrimination, *Social Integration, Spanish Americans, Spanish Speaking

The late fifties and early sixties were periods of great strides for blacks in America. At the same time, Hispanics, American Indians, women, the aged, and the physically and mentally handicapped came forth to meet the challenge of discrimination. This challenge will continue to face the United States. The argument that Americans need time to adjust to changes has resulted in the pitting of minority groups against each other in the battle for equality. The United States cannot afford such confrontations in the eighties. In a person-centered'' society where concerns for a higher destiny,'' compassion,'' and humaneness'' guide public policy, there is no need to battle one another over who will be next in line to achieve equality. (Author/MK)

ED 183 677 UD 020 307

*Papajohn, John*

**Cultural Factors in Working with Patients.**

Pub Date-2 Sep 79
Note-11p.; Not available in paper copy due to light print; Paper presented at the Synposium On Working with Patient Populations that Therapists Tend to Avoid'' at the Annual Meeting of the American Psychological Association (New York, NY, September 2, 1979)
Pub Type- Opinion Papers (120)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Cultural Background, *Cultural Differences, *Ethnic Groups, *Individual Psychology, Middle Class Values, *Physician Patient Relationship, Psychiatrists, Psychologists, *Psychotherapy, *Social Values

Intensive psychotherapy is principally limited to the middle class and the affluent population. Working class individuals utilize individual psychotherapeutic services at a low rate, and members of American ethnic groups (including white ethnics'') probably have even lower utilization rates. The reasons that therapists and ethnic clients avoid each other is that their values and cultural assumptions are often so different as to preclude an effective therapeutic relationship. The therapist assumes that a patient is there to work through his or her problems as an independent individual, motivated by the belief that all problems lend themselves to solutions. Ethnic patients, on the other hand, have often been socialized in subcultures in which the values of independence and individualism and the idea that people control their own lives are missing or irrelevant. Therapists must be able to take distance from their own world views and uqderstand patients' ways of ordering their own psychological realities. If an ethnic patient's problems are due to conflict between his/her traditional social values and the values of dominant middle class America, the therapist should be able to help the patient to clarify the discrepancy and resolve the conflict. (Author/GC)

ED 183 631 UD 020 001

*Jenkins, Adelbert H.*

**Humanistic Psychology and Black Americans. Tenth-Year Anniversary Commemorative Monograph Series, Volume 1, Number 2.**

New York Univ., N.Y. Inst. of Afro-American Affairs.

Pub Date-Apr 79

Note-30p.

Pub Type- Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors-*Behavior Theories, *Blacks, Family (Sociological Unit), *Humanism, *Individual Development, Psychiatry, Psychological Studies, *Psychology, Self Concept, *Self Determination, Self Esteem

Identifiers-*Humanistic Psychology

The focus of this essay is the Afro American as an actor or agent possessing the capacity to play a part in shaping the contours of his life. The author examines ways in which humanistic and mechanistic psychological perspectives differ on fundamental assumptions about behavior and discusses how the humanistic trend in psychology can be advantageously used in examining the situation of Afro Americans. A review of the psychological literature on Afro American self concept and the family provides further examples of how the humanistic point of view might contribute to an understanding of Afro Americans. The author concludes that a humanistic psychological approach, by recognizing the human potential of blacks for growth, will foster the improvement of social scientists' attitudes toward blacks and will make intervention efforts more empathic, creative, and effective. (Author/MK)

ED 183 700 UD 020 373

**Fair Textbooks: A Resource Guide.**

Commission on Civil Rights, Washington, D.C.
Report NO.-CCR-61
Pub Date-Lec 79
Note-436p.
Pub Type- Guides - Non-Classroom (055)
**EDRS Price - MF01/PC18 Plus Postage.**
Descriptors-*Educational Resources, Elementary Secondary Education, Government Publications, Guidelines, Indexes (Locaters), *Information Sources, *Instructional Materials, Multicultural Textbooks, *Nondiscriminatory Education, Organizations (Groups), *Resource Guides, State Legislation, *Textbook Bias, Textbook Evaluation, Textbook Research, Textbook Standards

This guide was compiled in response to the need for a centralized system to catalogue resources designed to promote greater fairness in public school education. Part I, Materials Resources, includes sections on research, special issues, textbook evaluation instruments, nonprint materials, resource lists, and bibliographies. Part II, Procedural Resources, consists of sections on textbook guidelines; curriculum guidelines; administrative guidelines and recommendations; and State statutes, procedures, and guidelines. Part III, Directories, lists publishers of books and educational materials that, in the estimation of the publishers, contribute favorably to or are sensitive to the treatment of minorities and/or females. Included are titles of resources publishers have provided. Part IV, Organizational Resources, lists organizations that can be contacted for additional or specialized information and resources and conferences that have been concerned with biases in educational materials and with the development of multi-ethnic/pluralistic education. When appropriate, resources are organized by grade level and subject matter. A guide to indexing and format is included. (Author/MK)

ED 183 655 UD 020 271

*Cross, Crispin*

**Ethnic Minorities in the Inner City; The Ethnic Dimension in Urban Deprivation in England.**

Commission for Racial Equality, London (England).
Pub Date-Aug 78
Note-183p.
Pub Type- Reports - Research (143)
**EDRS Price - MF01/PC08 Plus Postage.**
Descriptors-Culture Contact, Disadvantaged Environment, *Equal Opportunities (Jobs), Ethnic Groups, Foreign Countries, *Housing, *Minority Groups, Multicultural Education, Race Relations, Racial Discrimination, *Social Services, *Urban Areas, Youth Problems
Identifiers-*England

The aim of the investigation reported in this volume was to examine the social needs of ethnic minority residents of urban areas, determine the extent to which they are similar to or are different from those of their indigenous counterparts in these areas, and explore the implications of these similarities and differences for the regeneration of the quality of life in the inner city. In the course of carrying out this aim, this volume describes the social disadvantages which ethnic minority communities experience in Housing, Education, the Social

ED 183 678 UD 020 309

*Hanusey, Richard D.*

**Desegregation of Urban Schools... Is it Possible? The Philadelphia Story.**

Pub Date- 79
Note-10p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Evaluative (142)
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**
Descriptors-Basic Skills, Educational Alternatives, Elementary Secondary Education, *Integration Methods, *Integration Plans, Magnet Schools, Multicultural Education, *School Integration, *Urban Schools, *Voluntary Integration
Identifiers-*Pennsylvania (Philadelphia)

Philadelphia's voluntary school desegregation plan is designed to offer pupils the opportunity for educational experiences in multicultural, multiracial schools, and to prevent white flight from the public schools. Strategies for achieving desegregation include the

**Ability Grouping**

Ability Grouping in the Schools: A National Phenomenon.
ED 182 823

**Aboriginal People**

Aboriginal and Islander Education: Perspectives and Change.
ED 183 706

**Abortions**

Protest Motherhood: Pregnancy Decision-Making Behavior and Attitudes Towards Abortion.
ED 183 433

**Abstract Reasoning**

The Spontaneous Production of Analogies by Grade School Children. Technical Report No. 13.
ED 182 761

**Abstracts**

ACTFL 1979: Abstracts of Presented Papers. Language in Education: Theory and Practice, Number 25.
ED 183 031

Research on Mathematics Education Reported in 1978.
ED 183 366

Resources for Educators of Adults. Abstracts of Dissertations and Theses: Syracuse University Graduates in Adult Education. MS11.
ED 183 168

Resources in Education (RIE). Volume 15, Number 7.
ED 182 414

**Academic Ability**

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Final Report.
ED 182 419

**Academic Achievement**

Ability, Involvement and Climate as Multiple and Interactive Predictors of Performance. Research Report No. 21.
ED 183 601

The Cardston School Division Project for the Improvement in the Language Arts Using ECRI Procedures.
ED 182 752

The Cardston School Division Project for the Improvement in the Language Arts Using ECRI Procedures. Summary Report.
ED 182 753

Career Education and Basic Education.
ED 182 519

Effect of Sojourner Housinq Situations on Second Language Acquisition.
ED 183 005

Effects of Additional Unexplained Content on Student Achievement and Perception.
ED 183 523

The Effects of an Activity Based Curriculum (ABC) upon the Academic

Comparison and Development of Story Recall by Second and Fifth Graders.
ED 183 284

A Cross-Cultural Study in Creativity, Israeli and American Students, Grades 9 through 12.
ED 183 563

The Development of Class Logic in Children from Ages Four through Ten.
ED 183 294

Knowledge Children Use in Producing Stories about Problem Solving.
ED 183 241

Sex Role Concepts.
ED 183 244

**Agencies**

Professional Partnerships with Informal Helpers: Emerging Forms.
ED 182 625

**Agency Cooperation**

Collaboration Between Child Mental Health Services and Public Schools.
ED 182 662

**Agency Role**

Instructional Television in Virginia. Telecommunications Study Commission, Working Paper No. 8.
ED 183 205

The Role of a Central State Agency in Television. Telecommunications Study Commission, Working Paper No. 6.
ED 183 204

Serving Human Needs...A Study of the Role of Development Services and Their Cooperative Relationships. Special Report.
ED 183 315

**Aggression**

The Long-Term Prognostic Significance of Intelligence and Aggressiveness in Children.
ED 182 899

**Aging**

Counseling Needs of the Older Adult. Module 44.
ED 182 678

Helping People With Preretirement Planning: An Introduction. Module 43.
ED 182 677

**Agricultural Education**

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Agriculture.
ED 182 441

Dissemination and Use of Materials to Facilitate Locally Directed Evaluation of Community College Agricultural Occupations Programs. Phase III, July 1, 1976 through June 30, 1980.
ED 182 473

Fertilizer and Lime: Why They Are Used.
ED 182 511

Instructional Concepts for Occupational Education. Special Interest Paper. An Occasional Publication for Selected Audiences, No. 20.
ED 182 544

Proposing Reinforcers for Positive Classroom Management Projects & Experiments in the Inner City High School.
ED 183 696

**Behavior Modification**

The Effect of a Multiple Treatment Program and Maintenance Procedures on Smoking Cessation.
ED 182 631

Integrating Cognitive Behavioral and Applied Behavior Techniques With Dysfunctional Family Behavior.
ED 182 622

The Role of the Spouse in the Treatment of Alcoholism.
ED 182 623

**Behavior Patterns**

Aging and Alcohol Use: A Pilot Project.
ED 182 663

Behavioral Expectancy, Perceived Freedom and the Attribution of Attitudes.
ED 182 636

Distress Behavior in Children With Leukemia Undergoing Medical Procedures.
ED 182 659

Increasing Peer-Tutoring Behaviors in a Third Grade Classroom.
ED 182 632

Influence of Addressee and Activity on Kindergarten Teachers' Directives.
ED 182 648

Nonverbal Communication: Toward Syntax, by Way of Semantics.
ED 182 628

Response Generalization Following Assertive Training: Yes, the Response Does Generalize.
ED 182 618

The Role of the Spouse in the Treatment of Alcoholism.
ED 182 623

Self-Disclosure Under Conditions of Self-Awareness.
ED 182 635

A Test of the Janis and Mann Conflict Theory of Decision Making.
ED 182 638

Work From the Point of View of the Voluntarily Unemployed.
ED 182 666

**Behavior Problems**

Hypnocounseling.
ED 182 624

**Behavior Rating Scales**

Abbreviated Form of the Broome Functional Behavior Checklist. Technical Report 80-01.

**Child Abuse**

The Adults of Tomorrow: 1979 - Year of the Child. Survey. ED 183 238

Child Abuse and Neglect Audiovisual Materials. ED 182 878

Child Abuse and Neglect: Social Service Reader I and Reader II. ED 182 958

The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect. ED 182 882

Family Day Care as a Child Protection Service. ED 183 290

Maternal Personality and Attitude in Disturbances of Child-Rearing. ED 183 279

Multidisciplinary Teams in Child Abuse and Neglect Programs. A Special Report from the National Center on Child Abuse and Neglect. ED 182 881

A Review of the Child Abuse Literature. ED 182 907

**Child Advocacy**

The Adults of Tomorrow: 1979 - Year of the Child. Survey. ED 183 238

Citizen Advocacy Resources. ED 182 897

National Indian Child Conference: Tomorrow Can Be Better for Indian Children (1st, Phoenix, Arizona, November 13-16, 1978). ED 183 354

The New Clients: Legal Services for Mentally Retarded Persons. ED 182 900

**Child Care**

Public Attitudes Reflect the Federal Government Involvement in Child Care Programs. ED 183 247

**Child Care Workers**

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